

**USING VIDEO CLIPS AS LEARNING MEDIA TO IMPROVE
THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF
SMPN 2 LAWANG KIDUL IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

Submitted as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Education Department



By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

APPROVAL SHEET

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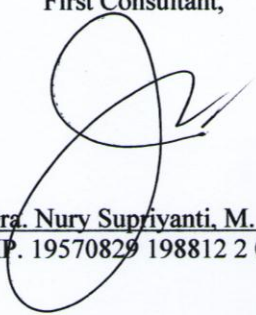
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USING VIDEO CLIPS AS LEARNING MEDIA TO IMPROVE
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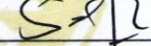
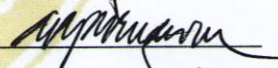
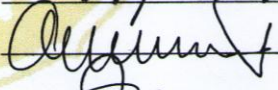

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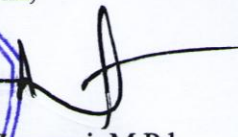

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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MOTTOS

"And raised high for you your repute.
For indeed, with hardship [will be] ease."
~ **Asy-Syarh 94: 5-6** ~

"Allah does not charge a soul except
[with that within] its capacity.
~ **Al-Baqarah 2: 286** ~

" and despair not of relief from Allah . Indeed, no one despairs of
relief from Allah except the disbelieving people."
~ **Yusuf 12: 87** ~

Live as if you were to die tomorrow.
Learn as if you were to live forever.
~**Mahatma Gandhi**~

Awal yang sama, tak selalu mempunyai hasil akhir
yang sama
~**M Dhoni Perdana (@dhoniperdana)**~

DEDICATIONS

I dedicate this thesis to:

my beloved father, Handono, S. Pd., M.Si.

my beloved mother, Aprilayni Arif Hanif,

my lovely brother, Dody Saputra,

my lovely sisters, Putri Rahmadona and

Della Rista Hanifah,

and my girlfriend, Idha Kurniasari Dewi.

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First of all, I would like to extend my sincerest gratitude to the first consultant, Nury Supriyanti, M.A. for her precious time, expert guidance, unfailing encouragement, and constant support. My deepest gratitude also goes to Ari Purnawan, S.Pd., M.Pd., M.A., as my second consultant, for his patience in reading and editing my draft. Their guidance, advice, correction, patience, willingness to assist, and their wisdom greatly contributed to my thesis.

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Many thanks also go to everyone whom I cannot mention one by one. I hope that Allah SWT may give happiness the above people in return to all of the good things given to them. Finally, I realize that this thesis is far from being perfect so that I invite all critical comments. However, I hope that the thesis gives worthwhile contribution to the improvement of the English teaching and learning process.

Yogyakarta, October 2013

The Writer,

M Dhoni Perdana

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**M Dhoni Perdana
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ABSTRACT

The objective of the research was to improve students' speaking ability of the eight grade students of SMPN 2 Lawang Kidul Muara Enim Sumatera Selatan using video clips as learning media in the academic year 2013/2014.

The research was carried out through action research that consisted of two cycles. The research steps are reconnaissance, planning, action and observation, and reflection. The researcher collaborated with the English teacher in implementing the actions. The actions consisted of the use of video clips as learning media combined with the communicative activities and classroom English. The participants of the research were the researcher, the English teacher, and the students of Grade VIII A. The data were qualitative and quantitative. The validity of the data were obtained by applying democratic, dialogic, catalytic, process, and outcome validities. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the students, and holding discussions with the English teacher, while the quantitative data were obtained from pre-test and post-test. The qualitative data were in the forms of field notes, interview transcripts, and documentation. Besides, the quantitative data were analyzed by calculating the mean scores of the pre-test and the post-test. The mean score of both tests were compared then tested by using the t-test statistical analysis.

The findings of the study showed that the use of video clips combined with the communicative speaking activities and classroom English improved the students' speaking skill. They were students' motivation, confidence, pronunciation, and participations. The findings were supported by the means of the students' speaking scores which had improved from 69.8 in the Pre-test to 78.1 in the Post-test. The result of the t-test showed that the difference in significant ($t= 37.572$, $df=35$, $p=0.00$). The result was statistically significant because p value was lower than the significance level ($0.00 < 0.05$). It means that the use of video clips combined with the communicative speaking activities and classroom English showed a significant difference in the students' speaking skills seen from the result of pre-test and post-test scores.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The teaching of English at junior high schools in Indonesia is aimed to develop students' communicative competence which covers the four language skills: listening, speaking, reading, and writing (BSNP, 2006). Based on the school-based curriculum, the teaching of speaking covers some learning objectives. In speaking, the students should be able to express meaning in transactional and interpersonal conversations to interact with their surroundings and express meaning in oral functional text and simple short monologue.

The teaching of foreign language by its very nature is an interactive process, which involves active participation of both the teacher and the learners. But, speaking is the most difficult skill to develop; students are usually lack of vocabulary, shy and afraid of being humiliated. Their interest and learning motivation also become the important factors to develop students' speaking skills. Many students find it difficult to speak in the classroom. This is because the teachers do not use good media and cannot create fun activities when they teach the students. Certainly it makes the students lazy and feel afraid to make mistakes, and they often do not care and do not pay attention when the teachers explain the lesson. Therefore, the teachers should create enjoyable atmosphere, apply fun activities, and use interesting teaching media to present the materials in the class. The higher the motivation, the greater students' interest to join the English class.

Thus, the goal of the teaching and learning process to develop students' speaking skills will be successfully achieved.

Interviews and observations were held with the students and the English teaching and learning process in SMPN 2 Lawang Kidul. That school is one of developing junior high schools in Muara Enim Sumatera Selatan. Improvement of students' language skills and competence becomes one of priorities in this school. From the observation, the researcher found that the teaching and learning process only took the materials from the course book. It made the students not really interested in doing the task and some of them did not pay attention to the learning process. They also did not have any confidence in speaking. From four basic skills of English, speaking was the most difficult skill to be mastered by the students. They were able to write, read and listen but if the teacher asked them to speak, the students only kept silent. There were also some other factors that influenced students' learning speaking development. Less motivation of learning English, self-confidence, limited support facilities and lack of media became the causal factors.

In fact, the use of various media to support the teaching and learning process of speaking is important. The teachers need to find an effective and innovative media to motivate the students speaking skills. One of the media that can be used is video clips. The use of video clips in the teaching and learning process has important roles to improve the four language skills, especially speaking. Video clips can also give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. By using video clips,

the students can derive meaningful contexts for language that is being learned. Considering the advantages of using video clips in improving students' speaking skills, it was necessary to conduct research on improving students' speaking skills using video clips in SMPN 2 Lawang Kidul. Then, the English teacher, the researcher, and the students worked collaboratively to identify and overcome the existing problems. With the problem being overcome, the students were expected to be able to improve their speaking skill.

B. Identification of the Problem

To identify the problems in the field, an initial observation was done. In the observation, some information about the problems in the speaking English teaching and learning process in the class was obtained. The students' speaking problems were related to motivation, pronunciation, grammar, vocabulary, and performance.

First, the students were not motivated in the teaching and learning process. They did not show the interest to take part in the classroom activities. They were passive in the teaching and learning process. Actually, there were a few of the students who wanted to learn and to practice their English but they were not brave enough to find partners and practice speaking English. The students were lazy to join the English class because they have low motivation in learning English.

Second, mispronunciation happened frequently. The anxiety of pronunciations or afraid to try made them do not like speaking. Sometimes, the students pronounced some English words such as the word day as [dai], work as [wo:k], because they are influenced by their habit of reading the word in the

Indonesian language. They tend to pronounce the words they use as what the spelling are. Most students found it difficult to pronounce consonant clusters especially when they occur in final position, such as [-sk, -st, -nd, -pt, -ct]. They tend to remove those cluster sounds instead of pronouncing them, since Indonesian does not have these sounds.

The third problem was related to the fact that they have inadequate mastery of grammar. Most students were very easy to get confused with English grammar. English always deals with reference of time while Indonesian does not have one. Therefore, the students doubt their tense or word structure that they will use in speaking. The grammar students was very weak, so they felt embarrassed when they want to speak English orally. Moreover, the students found it difficult to distinguish singular and plural forms.

The last problem was about the students' vocabulary and their speaking performance. The students lacked of vocabularies in speaking, so when they wanted to speak out, they could not speak fluently. They were always passive or speechless when they wanted to speak in the classroom. Most of the students did not bring and read their dictionary when they learned English in classroom, so they have limited vocabularies. The students did not also have enough confidence in speaking and they were afraid of making mistakes. As a consequence, they got difficulty in expressing their utterances orally in English.

Based on the problems above, there is a question about how to make the class communicative, attractive, contextual, and finally improve their speaking skill. Teaching speaking through video clips could be very useful for the effective and joyful learning. Video clips could attract students' attention through the sounds and moving pictures so that they could be more motivated in learning English. Video clips also enabled the students to learn the use of English in real content and developed their listening, speaking, and pronunciation skill through exposures to the native speakers' talk. Students could watch a video clip, so they could feel enjoy, fun and interested to study English.

C. Limitation of the Problem

In reference to the background of the study and identification of the problem, the media focused on video clips. A video clip is one of many media that can be used to improve students' speaking skills in the classroom. In light of the view, a research study was conducted to fulfill the researcher's curiosity by focusing it on improving students' speaking skills by using video clips as learning media in SMPN 2 Lawang Kidul Muara Enim Sumatera Selatan in the academic year of 2013/2014.

Since the research has a broader scope, it is difficult to handle all of the problems. Therefore, the scope of the study is limited to whether the video clips can improve the students' speaking skill at the eight grade of SMPN 2 Lawang Kidul Muara Enim Sumatera Selatan in the academic year of 2013/2014.

D. Formulation of the Problem

From the background, identification, and limitation of the problem stated before, the problem of the research could be formulated into: how can video clips as learning media improve the students' speaking skills of the eight grade students of SMPN 2 Lawang Kidul Muara Enim Sumatera Selatan in the academic year 2013/2014?

E. Objective of the Study

The objective of the study is to improve students' speaking skills of the eight grade students of SMPN 2 Lawang Kidul Muara Enim Sumatera Selatan using video clips as learning media in the academic year 2013/2014.

F. Significance of the Study

There are some advantages that can be taken from the research. The following presents some possible ways:

1. Practically, for the English teachers, the result of the study is useful as informative input for them to improve their ability in choosing interesting media in teaching speaking. For the students, the results help the students improve their skills in speaking.
2. Theoretically, the result of the study inform others about the result of the students' speaking skills who have been taught by using video clips and can be useful for others who want to conduct a research on the same subject.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Review of Related Theories

1. Speaking

a. Definitions of Speaking

There are many definitions of speaking. Harmer (2007) defines speaking as interactive activity that requires the ability to cooperate in the management of speaking turns. It happens in the real situation and has little time for detailed planning the speech. Therefore, spoken fluency is required to reach the goal of the conversation. In terms of spoken language types, Brown and Yule (1983) in Nunan (2003) mention two basic genres of speaking related to its function: transactional and interactional. Transactional conversation concerns the transfers of factual information while interactional conversation is aimed to promote and maintain social relationship. In addition, Brown (2007) mentions two types of spoken language i.e. monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, and news broadcasts. Meanwhile, dialogues involve two speakers and can be classified into interpersonal and transactional conversations.

According to Chaney and Burk, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been

undervalued and English language teachers have continued to teach speaking only as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules.

Speaking is one of the four skills that is taught in language teaching. Together with writing, it is included as the productive skill that involves using speech to express meaning to other people (Spratt, Pulverness, William, 2005: 21). In the process of speaking, the students have to pronounce words, use intonation and use stress properly. It is because they are all connected with the listener which can get the message of the conversation. Long and Richards (1982) say speaking is a complex set of abilities that involve many components, including pronunciations, listening and grammar skill.

From the above definitions, speaking is very important to communicate with others to take and give information. Speaking skill should be taught and practiced in the classroom even in real life situation, in order to enable our students to communicate effectively and accurately by using component such as vocabulary and pronunciation, fluency and basic grammatical pattern.

b. The Teaching of Speaking

Teaching is an activity in which the teacher guides and facilitates learning, gives the learners chance to learn, and provides knowledge for the learners (Brown, 2007). Guidance means leading the learners in the teaching and learning process in order to gain knowledge. The teacher can guide the learners by

providing the relevant tasks. It means giving them chances to learn by themselves. To make the teaching and learning process run well, the teachers must create good condition for the learners. Therefore, the teacher needs a relevant teaching method and technique to reach that goal.

In addition, Harmer (2007) mentions three basics reasons why it is good to give students speaking tasks. First, it is very important to give students opportunities to freely practice speaking in the classrooms so that they can use English in their daily conversations. For example, the teachers can give the chance for their students to have a free discussion both inside and outside the classroom. Second, speaking tasks provide feedback for both students and teachers. It means the teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while the students can see what they need to improve their skills. Third, good speaking tasks should be highly motivating so that students can engage with the teaching and learning process.

Moreover, Kayi (2006) presents some basics of teaching speaking in TEFL setting. In the teaching and learning process of speaking, the learners should be able to:

1. use words and sentence stress, intonation patterns, and the rhythm of the target language,
2. select appropriate words and sentences based on particular social setting, audience and situation,
3. organize their thought in meaningful and logical sentence, and

4. use the language quickly, confidently and fluently to express their ideas.

To achieve the goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

Based on the explanations above, teaching speaking can be defined as the process of guiding the learners in order to communicate using an appropriate technique. By using the relevant technique, learners are also guided to express their opinion about phenomena that happened in everyday life.

c. The Teaching of Speaking in Junior High School

Teaching English to young learners or teenagers is considered the most challenging by some experts since students in this level have little knowledge of the target language (Brown, 2007). According to Brown, one of the most important concerns of teachers teaching teenagers is to keep self-esteem high by:

- 1) avoiding embarrassment of students at all costs,
- 2) affirming each person's talents and strengths,
- 3) allowing mistakes and other errors to be accepted.
- 4) de-emphasizing competition between classmates, and
- 5) encouraging small-group work where risks can be taken more easily by a teen.

Before giving the activities of speaking in junior high schools, the teachers should understand the characteristic of the students. They have to know that junior high school students are in age of transition between young learners and adults. The students have limited vocabulary, insufficient grammar, pronunciation, and expression to carry out meaningful conversations. They have characteristics that are more complex than young learners. According to Harmer (2001), "The junior high school students have great capacity to learn." It means that the junior high

school students can easily receive the information from their lessons. They also feel curious to learn something that interests them. So, the teachers should make enjoyable and fun activities that can stimulate them to practice to speak up.

Improvements in segmental and suprasegmental aspects of English accent and pronunciation play an important role in the production of comprehensible speech patterns in English and are key factors in accent reduction and speaking skills junior high schools' students. According to Celce-Murcia et al. (1996) suprasegmental aspects of accent and pronunciation are intonation, stress, tone, linking and connecting, volume, speed, assimilation, and deletion. Meanwhile, segmental aspects are individual sounds, also known as phonemes, meaning consonants and vowels. The segmental and suprasegmental features of a language tend to be overlapping and complimentary. An equal focus on both components of pronunciation is necessary, as Taylor (1996: 46) has written:

... There is a close connection between word stress and the pronunciation of vowels, and the ability to predict and recognize word stress patterns can help learners to pronounce vowels correctly. Conversely, a knowledge of the correct pronunciation of the vowels in a word will give the learners a clear indication of its stress pattern.

The English teaching in junior high schools in Indonesia is aimed at developing students' communicative competence which covers the four language skills: listening, speaking, reading, and writing (BSNP, 2006). Students are expected to speak and communicate in English in everyday life, both in the written and spoken form. Therefore, to achieve the goal, the teachers should improve both students' receptive and productive skills equally.

Table 1: The Standard of Competence and the Basic Competence of SMP and MTS Grade VIII

Standard of Competency	Basic Competency
Expressing meaning in the term of simple transactional and interpersonal conversations in order to interact with others in the contexts of everyday life	<p>Expressing meaning in simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others using the expressions of: asking for, giving and refusing help, asking for, giving and refusing things, denying and admitting facts, asking for and giving opinions</p> <p>Comprehending and responding to simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others using the expressions of: inviting, accepting, and refusing invitation, agree and disagree, commend and congratulate</p>
Expressing meaning in short functional spoken texts and simple monologues in the form of descriptive and recount in order to interact with others in the contexts of everyday life.	<p>Expressing meaning in short functional spoken texts fluently, accurately, and appropriately in order to interact with others</p> <p>Expressing meaning in simple and short spoken monologues in the form of descriptive and recount to interact with others</p>

d. Classroom Speaking Activities

Harmer (2007:348) suggests that there are six effective classroom speaking activities which students can do to improve their speaking skills. Those speaking activities are as follow:

1. Acting from script

The teachers can involve their students to come out to the front of the class. The students can act out scenes from plays, coursebooks, or the dialogues which they have written themselves. The teachers need to create the supportive atmosphere in the class. The teachers can give the students practice before they have final performances. The goal from acting out is a learning and a language producing activity.

2. Communication games

The teachers can design a game to provoke communication between students through solving the puzzle, describing and drawing a picture, describing and arranging things in the right order, or finding similarities and differences between pictures.

3. Discussions

The discussions will fail if the students are lazy to say anything and give their opinions in front of the class. The teachers can give their students a chance for quick discussions in small groups before they speak in public. The teachers can also train students to respond fluently and immediately to the first thing that comes into their head about introducing topics of a lesson.

According to Harmer (2007:350), discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant

comments which can train students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. Next is a formal debate. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as ‘panel speaker’ produce well-rehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

Another activity is an unplanned discussion. In the middle of the lesson, there are some unplanned discussions. The discussions can make the students more productive in speaking. The teachers have to prompt, encourage, and change their attitudes to errors and mistakes. The last is reaching a consensus. The teachers can provide the activity which asked the students to reach a decision or consensus of discussion. The class has to decide one from some options given. The activity can give a clear purpose for the discussion.

4. Prepared talks

In this activity, the students are asked to make a presentation on a topic of their own choice. The students are expected to speak from notes rather than from a script. If prepared talks are properly organized, it can be very interesting for both speakers and listeners.

5. Questionnaires

The students can design questionnaires on appropriate topics. The teachers can act as a resource and help them in the design process. The results from

questionnaires can be in the form of the basis for written works, discussions, or prepared talks.

6. Simulation and role-play

There are some benefits from simulation and role-play. First, simulation and role-play can be a good, fun, and motivating activity. In addition, simulation and role-play can be used to encourage general oral fluency. The activity can also allow students to use a much wider range of language than some more task-centered may do by broadening the world outside of the classroom.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to act out in front of the class. In discussion, teachers can use some pictures or maybe video clips in a certain situation. These activities can be used as the way to measure how far students can speak, say, and express their feeling in English.

e. Types of Speaking Performances

Brown (2007) proposes six types of classroom speaking performance: imitative, intensive, responsive, transactional dialogue, interpersonal dialogue, and extensive or monologue. In imitative, instead of carrying out meaningful conversations, students are filled to focus on some particular elements of language forms in a controlled activity. For example, they practice intonation patterns, pronounce words correctly, or try to point out a certain vowel sound accurately.

Intensive speaking is more complex than imitative. It includes any speaking performances that are designed to practice some phonological or grammatical aspect of language. Responsive speaking deals with short replies to teachers or students' questions and comments. Those replies are usually sufficient and do not extend into dialogues. The extended responsive speaking is dialogues which are classified into transactional and interpersonal dialogues. In transactional dialogues, students convey or exchange specific information. Unlike transactional dialogues, interpersonal dialogues are carried out to maintain social relationship among the participants. Meanwhile, monologues usually are in the form of oral reports, summaries, or short speeches.

Moreover, Kayi (2006) proposes other activities to promote speaking so that students can practice and produce oral language well.

1. Information Gap Activities

Information Gap Activities have some purposes such as collecting information and solving a problem. In the activities, the students work in pairs to share information. Each person has to give information the partner need. Information Gap Activities are effective because it encourages students to talk extensively in the target language.

2. Brainstorming

This activity is effective to improve students' fluency since they are not criticized for their ideas. In brainstorming, the students generate ideas in limited time based on particular context and given topics. The students will be able to share their new ideas freely.

3. Interviews

In the activity, the students can conduct interviews with other people. It can help the students to socialize and give them opportunities to practice speaking both inside and outside the classroom. To develop their creativity and critical thinking, the students should prepare their own interview questions based on the selected topics given. Each student can present his/her study to whole class.

4. Storytelling

Storytelling improves students' creativity and self-confidence. It helps them to express their ideas from the beginning, development, and ending of the story, including the characters and setting a story. The students can summarize a tale or a story they heard from someone or create their own stories to tell their classmates.

5. Reporting

Before coming to the class, students are asked to read a newspaper and magazine or watching a news program on the television. Then, they should report it to their classmates. The students can also talk about their interesting experience in their daily life.

6. Picture Describing

The teachers provide students with pictures and make them describe the pictures. The students can work in groups and each group is given different pictures. After discussing the pictures, a spokesperson from each group should describe the picture to the class. the activity can improve the students' imagination and creativity as well as their public speaking ability.

There are many classroom speaking activities which can be used in teaching learning English. The teachers can vary the activities in teaching speaking English to avoid the students' boredom. They can use information gap, interviewing, or reporting activities. The students can also be asked to describe a picture given to the class.

2. The Use of Video as Learning Media

a. Definition of Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

Media play an important and significant role in the English teaching and learning process in establishing students' motivation and enjoyment in learning the language. Gerlach and Ely (1980) defines that a medium is any person, material, or event that establishes condition which enables the learners to acquire knowledge, skills, and attitudes. The teachers, the textbooks, and the schools are media. According to them, media are defined as the graphic, photographic, electronic, or mechanical means for capturing, processing and reconstituting visual or verbal communication.

Generally, there are three kinds of media. They are visual (e.g. pictures), auditory (e.g. songs) and audio visual (e.g. video cassettes). Leshin at al. (1992) in Arsyad (2002) mention five types of media. Those media are:

- 1) human-based media which include teachers, instructors, tutors, role plays, group activities, and field trips
- 2) print-based media which include books, guidelines, workbooks, assisted-tool activities, and handouts
- 3) visual-based media which include books, assisted-tool activities, charts, graphics, map, transparencies, and slides
- 4) audio visual-based media which include videos, films, slide-tape programs, and televisions
- 5) computer-based media which include CLA, interactive videos, and hypertext.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

b. Functions of Media in the Teaching and Learning Process

The function of using media is meaningful and clear for the students. Teaching and learning methods are various. The students become more creative to do various activities, for example, creating an interesting learning atmosphere and

solving limited space which increase students' motivation. Students develop based on their interest and speed conveying direct interaction with the environment, and having the same experience.

Smaldino et al (2007: 12) explains five roles of media in learning as follows:

a. Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Elementary teachers in particular are integrating content and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content. A good theme must capture and hold students' attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

b. Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects. Students' ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

c. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation

of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

Based on the discussion above the media serve many functions in the teaching and learning process. Media are not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. Therefore, it is clear that media are very useful and really needed for the teaching and learning process.

d. Instructor-directed learning

A common use of media in an instructional situation is for supplemental support of the "live" instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

e. Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are not only able to

be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. It is clear stated that media are very useful and really needed for the teaching and learning process.

c. Effective Media for Teaching Speaking

Media is one of the important components in the teaching and learning process beside teacher, methods, techniques, and materials. It can help students think or understand the materials and to relate their previous knowledge to the lesson they are learning. There are various kinds of media that can be used in the teaching and learning process. Teachers should find what kind of media those are appropriate to the students in the teaching and learning process. According to Smaldino *et al* (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people.

Harmer (2001:134) proposes the use of various teaching aids or media that can be very helpful both for practical or motivational reasons to improve the teaching of speaking.

1. Pictures and Images

Pictures and images can be used to facilitate students to learn in a multiplicity of ways such as drilling, understanding, communicative games, and discussions. Pictures and images can be in form of flashcards, large wall pictures, cue cards, photographs, and illustrations.

2. Realia

The teachers can provide a good starting-point to learn a variety of language works and communicative activities by using interesting realia. For example, the teachers can simulate phone conversations by using two telephones. The students can also use realia for simulation and role play or to act a script out.

3. Language Laboratory

Language laboratories can provide students a chance of speaking in a number of ways. Students' own talks and speeches can be recorded and then they can listen back and make adjustments. It also encourage students to practice language which they have recently been focusing.

4. Computer Based Materials

Computer-based material such as CD, DVD, videos, and movies can give students appropriate models of native speakers' talk. It can also help students to improve their cultural awareness and provide real-life contexts in the classroom.

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media those are appropriate to the students in the teaching and learning process. According to Smaldino et al. (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. The use of videos in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher's explanation. Besides, videos can make students motivated and attracted to the teaching and learning process. It will be discussed in details in the following section.

d. Definition of Video Clips

Video is one of the technological aids that use in the classroom nowadays. Video is an extremely use media which incorporates a wide variety at visual element and a great range of audio experiences in additional to spoken language based on speaking descriptive text. Sane (2009) states that video is the technology to capture, record, and process, transmit and rearrange the moving picture also video can use for tutorials, videos for learning, and even videos for entertainment or for documentation of activities. It means in teaching English language we can use video to make students not bored and like to study English language.

Arsyad (2002) defines that video is moving pictures fitted out with natural and appropriate sounds that portray real pictures and has attractive power. Stempleski in Richard and Renandya (2002:364) defines video as an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. Sound effect and music that provide essential evidence on behavior, characters, contexts which are not usually in the script. Video can provide realistic listening practice and stimulate language use.

Smaldino *et al.* (2007) states video versions of the moving image are recorded on tape or disc, in the forms that vary in size, shape, speed, recording method, and playback mechanism. They also add any electronic media format that employs “motion pictures” to present a message can be referred as video. According to them, a video has the basic characteristic of other motion that is the ability to manipulate temporal and spatial perspective. The ability does not only

serve dramatic and creative ends but also has important implications for instructions. It permits the users to increase and decrease the amount of time required to observe an event. Motion media also permit the users to view phenomena in microcosm and macrocosm. That is at extremely close range or from vast distance.

Video clips are a major resource for teaching and for drawing on their multiple intelligences and learning styles to increase the success of every student. There is a match between the media and students' intelligences (Gardner, 2000). Video clip is a small section of a larger video presentation; it is a series of video frames that are run in succession to produce a short, animated video. The video clips will be added some annotations of English expression. Video annotations is a technique of video presentation which includes "clipping," or the selection and naming of specific segments of video from longer videos in order to emphasize parts of videos which is important (Bossewitch and Preston, 2011). A video clip engages both hemispheres. The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships (Hébert & Peretz, 1997).

e. Types of Video

According to Harmer (2001:284), there are three types of video:

1. Off-air programs

Off-air programs are programs which are recorded from a television channel. The programs should be engaging for the students. Some off-air videos is very

difficult to understand for the students in certain level. It is because of a high preponderance of slang or regional vernacular in some videos.

2. Real-World Video

The teachers and students can use published videotape materials such as feature films, exercise 'manuals', wildlife documentaries, or comedy that there are no copyright for using the video. However, the length of the extract and the comprehensibility should be considered.

3. Language Learning Videos

Language learning videos are videos which are used to accompany coursebooks. The advantage is they have been designed with students at a particular level in mind. Meanwhile, the disadvantages are they will fail the quality test if the production is poor, the situation and language are inauthentic, or the content is too unsophisticated.

From the explanations above, there are many types of video. The video that is appropriate in the teaching and learning process is language learning video. This type of video is designed to accompany course books. Therefore, it is more contextualized and engages students' interest.

f. The Advantages of Using Video

According to Harmer (2001), there are many reasons why video can add special or extra dimension to the learning experience:

1. Seeing language-in-use

The students do not only hear the language, but also they can see it. The students can observe how intonation can match facial expression.

2. Cross-cultural awareness

Video uniquely allows students a look at situations far beyond their classrooms. The video also gives students a chance to see what kinds of people eat, what they wear, and their body language in other countries.

3. The power of creation

The video cameras can give students the potential to create something memorable and enjoyable. The task of video-making can stimulate students to use creative and communicative uses of the language.

4. Motivation

From all of the reasons so far mentioned, it can be concluded that the video can increase students' level of interest and give them a chance to see language in use as well as hear it. Moreover, the video will be more interesting if this is coupled with interesting tasks.

Harmer (2007) points out that students can become active and dynamic learners by means of online education and also mentions the importance of computer-based technological classrooms because they provide learners with unreachable and fascinating activities which attract and motivate them. The teacher can mix texts and visuals with audio/video tracks so that pictures, music, speech, and films can be integrated into the presentation.

According to Alessi and Trollip (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still

photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Many problems that face by the students in speaking descriptive text especially describing about pet such as not interesting and boring, difficult to express their ideas and also lack of vocabulary can be solved because through video show the students will be interested in watching the video, so they will not be bored. Katchen (1989) states that more and more video are being produce for language teaching. Its mean that video is very important for the teacher in the classroom to make students fell enjoy, fun and not bored to study English language.

Katchen (1989) states that teacher can use video to help students become better speaker in English. Its means they can see what it look like and sound like. And it will motivate the students to thinks from that they can see, so they can describe something that they look in that video.

Therefore it can be concluded that videos are recording segments of moving pictures and sound which can be played on the computer or television to present language forms and functions of language. By watching videos, the students can experience real-life situations and realistic models.

g. The Use of Video in the Teaching and Learning Process

Smaldino et al. (2007) state that teachers can use video to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

1) Cognitive skills

Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

2) Demonstrations

Video is great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

3) Virtual Field Trips

Videos can take students to places they might not be able to go other wise. Teachers can take their students to the Amazon rain forest, the Jungles of New Guinea to observe the behavior of animals in the field. Teacher and the students can go to those places and many others on video.

4) Documentary

Video is the primary medium for documenting actual events and bringing them into classroom.

5) Dramatization

Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

6) Discussion Basics

By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

If the teachers wish to use video successfully in classes, they need to be aware of a number of potential problems. Harmer (2001: 283) states there are some problems that will occur on using video in the teaching and learning process and what teachers should do to solve those problems.

a) The 'nothing new' syndrome

The use of video is not only switching on the monitor in the classroom and exciting for a television and internet viewing population but also giving them the video materials and the way to exploit it. Teachers have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

b) Poor quality types and disks

Teachers have to judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students' interest. Poorly filmed and woodenly acted material will not engage students who are used to something better.

c) Poor viewing conditions

Teachers have to make sure that the students can see and hear the video. The monitor must be big enough for the students who sit at the back to see the screen clearly. Teachers also need to see if they can dim the ambient light sufficiently for the picture to be clear.

d) Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. It can also be extremely irritating if a

teacher fails to show the class how the story ends. Sometimes this is done on purpose, that is as a spur to creativity or prediction. At other times, some teachers fail to take students' natural curiosity into account. Teachers have to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence. The answer will guide the way they use video with others.

e) The length of extracts

Some people think that more than two or three minutes of video sends students to sleep. However, short video sequences of between one and four minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating.

f) Fingers and thumbs

Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to.

Harmer (2001) adds that teachers can also use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic they are working on, to highlight language points, or to settle a class after a noisy activity.

- a) Topic, teachers will be able to introduce a short two or three minutes video extract into a lesson devoted to a particular topic. If students are working on a reading text about genetically modified food and animals, for example, we might show a quick interview clip with a government minister, or a quick burst of a news bulletin about campaigners against generic modification.

- b) Language, when a class is working on an area of language, whether grammatical, functional, or lexical or a mixture of all three. The lesson can be greatly enhanced by a video extract which shows that language in operation. Therefore, video extracts here can be used to introduce new language, practice already known items, or analyze the language used in certain typical exchanges and genres.
- c) Relaxation, video can occasionally be used for relaxation. However, teachers play a music video at the end of a long lesson or show a quick bit of video film about a place or a person as a bridge between, for example, a noisy activity and a quiet one.

Based on the explanations above, the teachers can use a short video extract to introduce the topic, show the language in operation, and be used for relaxation after a noisy activity. The teachers can play a video extract to open the lesson in two or three minutes. In the middle, a short video extract can be played to analyze the language used. The video extract can be used for relaxation at the end of the lesson.

h. Video Teaching Technique

Brown (2007) states that there are seven principles for designing speaking techniques. They are as follows.

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.

- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.

Harmer (2007:310) suggests a variety of viewing techniques when using films and videos, including:

- 1) Silent viewing (playing the video with- out the sound)
- 2) Freeze framing (freezing the picture and asking the students what they think will happen next)
- 3) Partial viewing (covering most of the screen with a piece of paper)
- 4) Picture or speech (half the class watches the video while the other half faces away)
- 5) Subtitled films (students see and hear the English language)
- 6) Picture-less listening (listening to the audio before watching the video)

According to Harmer, there are six viewing techniques which can be used by the teachers in using videos or films. Harmer (2001:287) also proposes two video-based activities which can be used in video-based lesson. One of them is video watching activities that match the study. A number of activities are designed for specific video situations. Video watching activities includes three sections as follows:

1) General Comprehension

The students have to try and give as much information as they can about what they have seen. Other general comprehension tasks include watching to confirm expectations, similar to reading and listening tasks of the same type.

2) Working with Aspects of Language

After the first viewing the teacher and students discuss what they have seen. Then, they watch the video again without sound and the teacher stops the video every time the subtitles come up to write the correct form of the subtitles in English.

3) Video as a Springboard to Creativity

Video is used to spark students' creativity by encouraging interpretation, provoking thought, and asking for language use.

As Allan (1985:66) points out that there is no single 'right way' to use video, only "as many right ways as there are effective uses", the following are only suggestions for teachers in their exploration of using video in language teaching.

1) Silent viewing

For silent viewing, teachers can set the volume control to its lowest so that the soundtrack is inaudible. Watching a video sequence without the soundtrack does more than activating learners' schema and prior experience in interpreting what they see. Without the 'distraction' of the spoken word, learners can focus on the essence of communication among people: body language, gestures, facial expressions and the setting. Learners are more motivated to use English by visualizing this common need to communicate irrespective of the language

spoken. By only taking in the content and context visually, learners are not as anxious as when they have to deal with the language at the same time. In their second viewing with the sound on, they are better able to fit the language they hear into the context they have built in their silent viewing.

2) Sound only

For sound only activities, teachers can either adjust the brightness control to yield a completely darkened screen or use the audio cassette of the video. Learners can listen to background noises and the accompanying dialogues to predict what is happening: where the characters are and what they are doing. This is most effective when sound effects directly indicate particular locations or activities, e.g. the sound of an approaching train and the ringing of a telephone. Learners can confirm their guesses by viewing the video straight after listening.

3) Jigsaw viewing/listening

Jigsaw viewing/listening aims to create a situation in which learners have to collaborate in working out what is actually happening on the video. Besides generating a lot interaction among learners, jigsaw can also help learners appreciate the value of peer support in the learning process. Jigsaw viewing/listening can be set up by making half of the class do silent viewing while the other half only listen to the soundtrack of the same segment in another room. Teachers can provide viewing and listening task sheets to help learners record information. When the class reunites, viewers and listeners then work in pairs to arrive at the original 'story' by sharing the information they have got. A variation to the above technique is sitting half of the class with their backs to the television screen. These learners can only listen while those facing the television can watch the

video with the sound on. When the sequence is finished, the viewers have to describe what is happening in response to the listeners' questions.

4) Freeze frame

Teachers can press the *Pause* or *Still* button that “freezes” the picture on the screen. This is useful for introducing new vocabulary Eg naming unfamiliar items in English. Teachers can also set up prediction exercises by freezing the frame at the point when a character is about to respond to an utterance and inviting learners to guess the response. Learners can compare their answers immediately by releasing the *Pause* button. Freeze frame can also be used for pronunciation practice where repeated speaking and listening of an utterance is necessary.

Meanwhile, Franzy (1999) in Rammal (2005) suggests that there is a three-part stage of video watching activity the teacher should think and apply in a video-based lesson including pre-viewing, while viewing, and post-viewing. A pre-viewing is aimed at introducing students with materials that they are going to view. The activity facilitates students to have easier and better comprehension. Thus successful results in language teaching can be achieved. Therefore, the teachers may design this activity to help students with their language skills.

In while-viewing activity, the teachers play the videos and ask the students to work on the certain while-viewing activity such as identifying words, expressions, or information. After the students have already viewed and listened to the segments, in post-viewing activity, the teacher will ask the students to write in pairs or groups to apply and practice the language form and function they got from the videos. The following details present how the three-part section should be done in video based lesson:

- 1) Before presenting the videos, the teachers have to engage the students' interest in what they will be doing, and before them to do it successfully.
- 2) While learners view the videos, the teachers should remain in the classroom to observe students reactions, see what they do not understand and what bothers them and facilitate them.
- 3) After the viewing, the teachers should review and clarify some complex points, explain, encourage discussions, and assign follow-up activities.

There are many techniques in teaching by using videos. Teachers have to select the appropriate technique based on the topic of the materials that will be learned. The use of variety of techniques in using video is also important. It can help the teachers improve their quality of teaching and learning and also help students to minimize their boredom.

B. Review of Relevant Studies

There are some previous studies done by researchers showing that the use of videos in English teaching and learning process can improve students' speaking skills. Ikawati (2012) who conducted action research in SMK 1 Wonosari proposes the findings of her research as follows:

- a. the use of videos could improve students' learning motivation and involvement during the lesson.
- b. accompanied by some speaking activities, the use of videos could improve students' speaking skills in terms of fluency, grammatical and pronunciation accuracy, vocabulary mastery, and task responsibility.

- c. it could be used as models for the students in using particular expressions in certain situations. Videos provide different situations that enable the students to experience the real world context.

The next relevant theory was written by Budiawan (2011) in which the video making project is used to improve students' self-confidence and speaking ability in the conversation class. The study shows two main findings. Firstly, the video making project gives significant improvements to the students' self-confidence and speaking ability especially fluency. Secondly, the students' fluency can be improved by speaking regularly (the students trained to perform many times before acting in front of the camera).

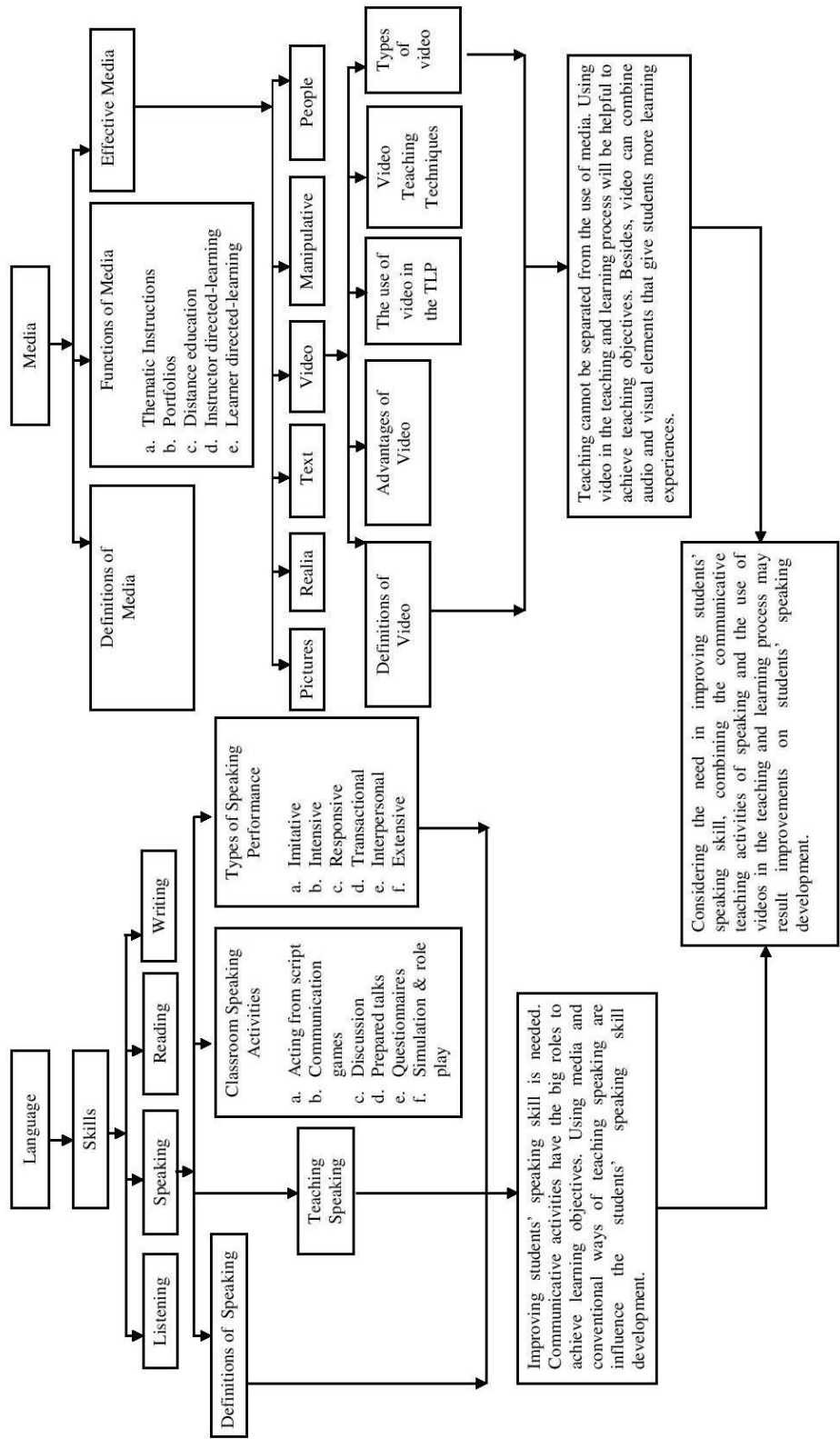
C. Conceptual Framework

English as a foreign language becomes one of compulsory subjects in junior high school in Indonesia. One of the language skills which has to be mastered by foreign language learners is speaking or communicating using the target language. In fact, speaking English is often considered difficult to learn by Indonesian students. They cannot speak fluently, accurately, and appropriately because English is not their mother tongue. Most of students are shy and reluctant when they are asked to speak in front of the class. They are afraid of making mistakes when they are conveying the intentions. They do not get appropriate models so that they often use incorrect grammar, mispronounce words, and use wrong intonation and stress pattern.

In fact, the teaching of speaking also has great influence to the students' skills. The major problem in the teaching and learning process concerns inappropriate techniques applied by teacher. The English teacher tends to teach speaking based on textbook instead of using interesting media. Besides, the lack of media is used in English teaching may contribute to the failure of the teaching and learning process; particularly in achieving its goal i.e. students can have good communicative competence. In order to make students interested and motivated, the teacher should provide interesting learning media. Moreover, since the teaching of reading and writing has more portion, students have inadequate opportunities to practice speaking.

The use of video clips can give students visual clues and provide appropriate models in the real world context. Considering the need of improving students' speaking skills, the use of video clips as learning media combining with the speaking activities can produce improvement both on quality of the teaching and learning process and the students' speaking skills.

Conceptual Framework Diagram



CHAPTER III

RESEARCH METHOD

A. Research Design

The study was classroom action research as it attempted to find the truth of actual actions in improving the speaking skills of the students by using video clips at the eighth grade of SMPN 2 Lawang Kidul in the academic year of 2013/2014 and the results which were achieved directly.

Obstacles and weaknesses of the speaking learning process were found, the problems were identified, and the actions were planned and implemented. After that, evaluation, reflection and discussion were made related to the actions implemented.

B. Research Setting

1. Time of the Research

The action research was conducted in the first semester of the academic year 2013/2014. The action was conducted from August to September 2013. In conducting the actions, the school calendar is followed in which the English class was taught two times a week. Each meeting has 80 minutes and for one hour lesson, it has 40 minutes.

2. Place of the Research

The research took place at SMPN 2 Lawang Kidul, focused on grade VIII A. It is located at Jalan Kemas, Tegal Rejo, Muara Enim, Sumatera Selatan. There are eight classes in the eighth grade. Each class consists of 36 students.

C. Subjects of the Research

The subject of the research was the students of Grade VIII of SMPN 2 Lawang Kidul. The students in Grade VIII A were chosen as the source of collecting the data. It was because the students in that class had problems in speaking skills.

D. Research Instruments

The researcher played a role as an observer to collect the data and also the one who would implement the actions. While the researcher implemented the actions in the classroom, the English teacher as the collaborator acted out as the observer. Meanwhile, in order to gain qualified data, the data were collected by using observation checklist, interview guidelines, and a speaking rubric.

1) Observation Checklist

The main purpose in using the observation checklist was to enable the observer to record behaviors during the research accurately and with minimal interviewer effect on behaviors.

2) Interview Guidelines

Interview Guidelines listed the questions or issues to be explored during the interview. It helped the researcher to conduct the interviews systematically.

3) Speaking Rubric

Speaking Rubric was used to assess and collect the data about students' speaking skills. The rubric focused on the four aspects of speaking. They use fluency, pronunciation, word choice and grammar. Each aspect had different indicator.

E. Data Collection Technique

There are two kinds of data in this research. They are quantitative and qualitative data. In the classroom action research, the qualitative data are taken from the result of observation and interview done by researcher while the action is being carried out. The observation is about the whole activities and the students' behaviors during the teaching learning process. Interview is the activity to ask questions in face-to-face interaction in order to know how the participants feel and to know what their opinion or idea during the research. The objects of the interview are students and teacher as the collaborator.

Meanwhile, the quantitative data are taken from test. Pre-test is given in the first one and post-test is given at the end of the lesson in order to know whether video clips can improve the students' skills in speaking. The result is then analyzed by calculating the mean scores of the pre-test and the post-test. The results of mean from pre-test and post-test are compared then tested by using t-test statistical analysis.

F. Data Analysis Technique

The data collected are in the form of qualitative and quantitative. The qualitative data are collected from the observation and the interviews. They are in the forms of field notes, interview transcripts, and documentation. Then, all the data are interpreted and analyzed. Next, they are connected to the relevant theories. After that, the outcomes of the data are reported from the beginning to the end.

Meanwhile, the quantitative data are in the form of students' speaking scores. It is used as supporting qualitative data. The data were analyzed by calculating the mean scores of the pre-test and the post-test. The mean is used to know the improvement of the students before and after the actions. The results of mean from pre-test and post-test are compared then tested by using t-test statistical analysis.

G. Research Procedure

According to Kemmis and Taggart (1998) in Burns (2010), action research is represented through spiral cycles, which are repeated.

Kemmis and Taggart's concept of action research is set out as figure 1.

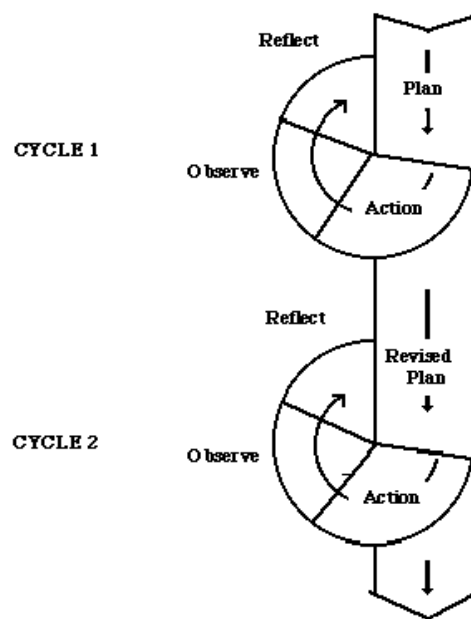


Figure 1: **Action Research Model by Kemmis and Taggart (1998)**

Every cycle is constituted of four stages as following: Planning- a change; Acting and observing the process and consequences of the change, reflecting on

those processes and consequences and then re-planning the change. Further explanation about each steps are discussed in the following:

1. Reconnaissance

In this step, the researcher carried out the research collaboratively with the English teacher in the school. Moreover, in this step, the researcher found out information concerning the students' speaking skills. The researcher did an observation and interviews with the English teacher and the students to identify the existing problem on the students' speaking skills. After that, the thematic concern was determined.

2. Planning

After determining the problem, some actions are planned in improving the speaking skills of the students using video clips such as finding the interesting video clips for students and appropriate activities depend on the topics.

3. Acting

After planning the actions, the media are used in the teaching learning process. The actions are implemented in two cycles with three meetings in Cycle I and two meetings in Cycle II. Then, during the actions, the processes are observed and recorded.

4. Reflection

Based on the observation in the acting, the reflection is done after each cycle of action. It is done by discussing the success of the processes with the English teacher before doing the next cycle.

H. Validity and Reliability

Data that are obtained from the research must be valid and reliable. As the study is action research, there are five criteria of validity that must be achieved by the researcher as follows (Anderson et al. (1994) in Burns, 1999: 161-162):

1. Democratic validity

It is related to the extent in which the research was truly conducted collaboratively and includes multiple voices. In gaining the democratic validity, the interviews are conducted with the stakeholders i.e. the students grade VIII of SMPN 2 Lawang Kidul, the English teacher, and the collaborator to tell their opinions about the research conducted.

2. Outcome validity

Outcome validity is related to the notions of actions leading to outcomes that are successful within the context. To achieve the validity, the researcher did maximally in doing the action. It is not only finding solutions of the problem but also reframes the problem in a certain way into questions. There is a reflection in every meeting.

3. Process validity

This validity is closely related to the reliability and competency of the research itself. To get the process validity, the class is observed during the use of the media (by using observation checklists and field notes), interviews the students, and had discussions with the English teacher and collaborator.

4. Catalytic validity

Catalytic validity is related to the extent in which the research could allow the participants to be more understood about the social context conducted than before. It could show how the participants make changes within the research. To get the validity, the planning, action, observation, and reflection are done in cycles using video clips.

5. Dialogic validity

In achieving the dialogic validity, the dialogues are conducted with the English teacher, the students, and the collaborator. They are asked to give comments about the use of the media in every meeting so that there is an evaluation. It is done to know the strengths and weaknesses of the action.

To obtain the trustworthiness, the researcher used triangulations that were proposed by Burns (1999: 163-164) as follows:

1. Time triangulation

The data were collected at one point in time or over a period of time to get sense of changes in the process. The portraits of the classroom situation recorded in the observation checklists and field notes which were taken in every meeting.

2. Investigator triangulation

In this form, more than one observer is used in the same research setting. It is done by the researcher to avoid the bias observations. There are at least three observers in the study, i.e. the researcher himself, the English teacher, and the collaborator.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

It has been mentioned in the previous chapter that this study was action research. It aimed at improving the students' speaking skills on the grade eight students of SMP Negeri 2 Lawang Kidul in the academic year of 2013/ 2014. The video clips were used to improve the speaking skills. A discussion and interviews had been carried out with the English teacher and the students of grade VIII A about the English teaching and learning processes in the beginning of the study.

1. Identification of the problem

An observation and interviews were conducted to identify the problems found in the English teaching and learning process in SMP Negeri 2 Lawang Kidul. The observation was conducted once, on August 12, 2013. The situation of the English teaching and learning process in grade VIII A was shown in this following vignette.

Based on the observation, the students had low motivation in the learning process and did not enjoy the activity given in the classroom. It can be seen from the students' behaviors towards the lesson. The students looked uninterested, bored, and sleepy, even few students only kept silent during the teaching and learning processes. Some of students in the back were chatting with their friends. Moreover, the students had low participation in the teaching and learning process. They did not respond to and kept silent when the teacher asked them questions.

Date : Monday, 12th August 2013
 Place : Grade VIII A, SMP Negeri 2 Lawang Kidul
Observation
 R : Researcher
 ET : English Teacher
 S : Student
 Ss : Students
 Descriptions :

ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat down in the back corner of the classroom, observed the classroom and took a note.

ET started the lesson by greeting Ss, "Good morning. How are you?" The Ss answered, "Good morning, Mam. I'm fine. Thank you." Then, she checked the students' attendance by calling the students' names one by one.

ET directly introduced the topic of the lesson about the expressions of asking for, giving, and refusing things which can be used in daily conversation. **She did not review the last meeting materials.** After that, the Ss were asked to open the commercial worksheet page 7. **The Ss looked uninterested.** The ET read aloud the expressions and asked Ss to repeat after her, '*Lihat ungkapan-ungkapan yang ada di situ. Saya akan bacakan sekarang dan kalian tirukan ya.*' **Some Ss were sleepy and did not repeat the ET's sentence.** The ET wrote the expressions on the whiteboard. The ET explained the meanings of each expression. Some of the Ss took notes and wrote the explanation in their books. However, when the ET giving explanation, **many Ss were busy with their own activities, such as sleeping, chatting with their friends.** Then, the ET gave the Ss opportunity to ask question related to the materials. **Nobody gave response.** The Ss kept silent and gave no comments.

After giving the explanation, the ET asked the Ss to do the exercise in the commercial worksheet page 8. They had to complete a dialogue and practice it with the partner. Some minutes then, the teacher went to the office. **During the speaking activity the class condition looked to be very chaotic and noisy.** Some of the Ss ran in the classroom, had jokes with their friends, sang aloud or danced. **They did not do the activity seriously.**

When the ET came back to the classroom, few minutes before the class ended, she only asked the Ss to submit their work. **The ET did not either give feedback on Ss' work or summarize the lesson. She also did not give homework for the Ss.** The ET ended the lesson, "*Cukup sekian untuk hari ini ya, thank you and good afternoon.*" The ET left the classroom.

From the vignette above, the researcher found that there was not reviewing activity about the last meeting materials before she started the lesson. The commercial worksheet was used as learning media which made the students uninterested in the teaching and learning process. So, the students could not know how to use the target language in a real context because there were not the appropriate models in pronouncing the expressions for the students. Moreover, the students did not do the activity seriously. During the speaking activity, the class condition looked to be very chaotic and noisy.

After conducting a preliminary observation, the next step to gain the data was holding an interview and discussion with the English teacher to find the information concerning on the teaching and learning process of speaking to support the identification of the problems. Twelve students of grade VIII A were interviewed to get the input on their weaknesses in learning speaking and to get the suggestions related to the problems of the teaching and learning process of speaking.

During the interview session, the teacher said that she always used the commercial worksheet in the teaching and learning process. There are explanations and exercises in the commercial worksheet. Sometimes, she also used a textbook as media in the classroom.

R : “*Apa saja media yang ibu gunakan dalam proses belajar mengajar bahasa Inggris di kelas VIII A?*” (What media do you use in English teaching and learning process in grade VIII A?)

ET: “*Saya selalu menggunakan LKS di proses belajar mengajar karena di dalam LKS terdapat penjelasan dan latihan-latihan untuk siswa. Terkadang, saya juga menggunakan buku cetak.*” (I always uses the commercial worksheet in the teaching and learning process because there are explanations and exercises for the students. Sometimes, I also uses the textbook.)

(Appendix B: Interview 2)

She also stated that there were some factors that caused students to have low speaking skills. The first factor was the lack of students’ self-confidence. The second factor was students’ low motivation in speaking English. Another factor was the limited media to support the teaching and learning process of speaking. The media such as videos, movies, and pictures were hardly used in the teaching of speaking because the LCD was not available yet in the classroom.

R : “*Terus bagaimana tentang pengajaran speaking dan kemampuan speaking siswa?*” (Then, what about the teaching of speaking and the students’ speaking skills?)

ET: “*Siswa mempunyai motivasi yang rendah untuk berbicara bahasa Inggris di dalam kelas. Ada beberapa faktor yang menyebabkan itu, siswa kurang percaya diri, rendahnya motivasi siswa, dan media yang terbatas. Saya tidak bisa menampilkan video, gambar, atau film karena belum ada LCD di kelas, jadi harus pake LCD portable kalo mau nampilin video.*” (The students had low motivation to speak English in the classroom. There were some factors caused students to have low speaking skills; the lack of students’ self-confidence, students’ low motivation, the limited media. I could not show videos, movies, or pictures because the LCD was not available yet in classroom, so I had to use the portable LCD to show the videos.)

(Appendix B: Interview 8)

In the interviews with the students of grade VIII A of SMP Negeri 2 Lawang Kidul, they mentioned that speaking was rarely taught in the English teaching and learning process. The English teaching and learning process focused more on improving students' reading and writing skills. The fact can be seen in this following interviewing transcript.

R : *"Kompetensi bahasa Inggris kan mencakup mendengarkan, berbicara, membaca, dan menulis. Yang mana yang paling sering diajarkan?"*
 (English competency covers the skills of listening, speaking, reading, and writing. Which one is taught of the most?)

S1 : *"Menulis dan membaca."* (Reading and writing.)

(Appendix B: Interview 3)

Moreover, the students did not have chance enough to speak English in classroom because they often asked to do the tasks in the commercial worksheet. They also found difficulties in pronouncing words and using right intonations when they spoke in English. In addition, they had limited vocabulary when they wanted to share their ideas.

R : *"Bagaimana pembelajaran bahasa Inggris di kelas khususnya speaking?"* (What do you think about the English learning in the classroom, especially speaking?)

S2: *"Setiap pelajaran bahasa Inggris itu ngantuk dan bosen. Kita jarang belajar speaking jadi kurang dapat kesempatan untuk latihan ngomong."* (We always feel sleepy and bored in the teaching and learning processes. We rarely have speaking activity so we do not have sufficient opportunities to speak English.)

(Appendix B: Interview 6)

The lack of media not only influenced the students' motivation but also their speaking skills. Interesting learning media such as videos, movies, and songs were never used to support the teaching and learning process. Appropriate models in

teaching speaking or pronunciation were not provided so they could not see how to use the language in real context. The students stated that the teacher was only model for the students to learn pronunciation.

R : *Apakah guru pernah pake media video, film, atau lagu untuk mengajar?* (Does your teacher ever use videos, movies, or songs as media to teach?)

S5: *Tidak pernah, hanya menggunakan LKS atau buku cetak.* ((Never, our teacher only uses the commercial worksheet or textbook.)

R : *Apakah cuma guru yang selalu jadi model dalam mengucapkan kata-kata, kalimat, atau mempraktekan sebuah percakapan?* (Does your teacher always become a model in pronouncing words, sentences or practiced a conversation?)

SS: Iya. (Yes.)

(Appendix B: Interview 5)

Therefore, the students hope that they could be given the chance to speak English more in classroom. They also want to see how the language used in real context, be given the real conversations from English native speakers. Some parts of the interviews were shown in the following.

R : *“Speaking itu susah tidak?”* (Is speaking difficult?)

S2: *“Iya susah.”* (Yes, speaking is difficult.)

R : *“Terus pengennya belajar bahasa inggris khususnya speaking yang bagaimana?”* (Then, what do you want from learning English especially speaking?)

S2: *“Kami mendapat kesempatan untuk berbicara lebih banyak di dalam kelas dan diberikan contoh yang lebih real.”* (We can have the chance to speak more in classroom and be given the real example.)

(Appendix B: Interview 4)

Based on the observation and interviews, some field problems were found related to the English teaching and learning processes in grade VIII A of SMP Negeri 2 Lawang Kidul. The problems are explained in the following topic.

2. The determining of the problems

There were 22 problems found in the teaching and learning process in grade VIII A, SMP Negeri 2 Lawang Kidul. The problems were found based on the observation and the interviews done by the researcher. The problems are shown in the following table.

Table 2: Field Problems in the English Teaching and Learning Process in grade VIII A, SMP Negeri 2 Lawang Kidul

No	Problems	Codes	Sources
1.	The students were bored during the teaching and learning process.	S	O
2.	The students were not confident to speak.	S	O
3.	The students were afraid of making mistakes when they spoke.	S	O
4.	The teacher was dominant in the teaching and learning process.	T	O
5.	The students had low participation.	S	O
6.	The technique of teaching speaking was monotonous.	T	O
7.	The students' pronunciation was poor.	S	O
8.	The media used by the teacher could not give enjoyment to the students.	Md	O
9.	The students had limited vocabulary mastery and lack of background knowledge.	S	O
10.	Some students did not like English lesson.	S	I
11.	The students were lazy to open the dictionary.	S	O
12.	The teacher did not give enough feedbacks to the students	T	O
13.	The teacher's materials which the level of difficulty is suitable for the students' proficiency were limited.	Ma	O
14.	The materials given by teacher were not interesting so that the students got bored.	Ma	O
15.	The students did not have chance enough to speak English in classroom.	T	O
16.	Students had low motivation in learning English.	S	O, I
17.	Local dialect and Indonesian were dominant languages used in the English class.	S, T	O
18.	Some students had difficulties in responding to the teacher's questions.	S	O

(Continued)

(Continued)

No	Problems	Codes	Sources
9.	The students had limited vocabulary mastery and lack of background knowledge.	S	O
19.	The teacher did not give the students sufficient opportunities to use the target language.	T	O
20.	Some students were sleepy during the teaching and learning process.	S	O
21.	The students could not understand the teacher's instructions clearly.	T	O
22.	The media was used by the teacher lacked of visual aids.	Md	O

Descriptions:

S : Students
T : Teacher
Ma : Materials

O : Observation
I : Interview
Md : Media

The field problems were categorized into four types. First, students (code S), it dealt with the students' feeling, opinions and activities they did in the teaching and learning processes. The second is teacher (code T). It dealt with how the teacher conducted the teaching and learning processes. The third is about the materials (code Ma). It dealt with the materials and activities used in the classroom. The last, it is media (code Md); it is related to the media used by teacher in the teaching and learning processes.

The sources were also divided where the problems were identified. The problems were found according to the observation (Code O) and the interviews (Code I). The observation was done in the English class and the interviews were done by interviewing the English teacher and the students of grade VIII A in SMP Negeri 2 Lawang Kidul.

After identifying the field problems, the problems were shorted based on the urgency level. The problems were weighed by having a discussion with the

teacher as the collaborator. There are some problems which are urgently to be solved soon.

Table 3: The Most Urgent Problems in the English Teaching and Learning Process in grade VIII A, SMP Negeri 2 Lawang Kidul

No	Problems	Codes	Sources
1.	The media was used by the teacher lacked of visual aids and could not give enjoyment to the students.	Md	O
2.	The students were not confident to speak.	S	O
3.	The students were bored and sleepy during the teaching and learning process.	S	O
4.	The teacher was dominant in the teaching and learning process.	T	O
5.	The students had low participation and motivation.	S	O
6.	The technique and media of teaching speaking were monotonous.	T, Md	O
7.	The students had limited vocabulary mastery and lack of background knowledge.	S	O
8.	The students were lazy to open the dictionary.	S	O
9.	The teacher did not give the students sufficient opportunities to use the target language.	T	O

Descriptions:

S : Students
T : Teacher
Ma : Materials

O : Observation
I : Interview
Md : Media

By considering the time, fun and energy, the problems were selected again based on the feasibility of the problems to be solved. The feasible problems in the English teaching and learning processes were shown the next table.

Table 4: The Feasible Problems in the English Teaching and Learning Process in grade VIII A, SMP Negeri 2 Lawang Kidul

No	Problems	Code	Source
1.	The media was used by the teacher lacked of visual aids and could not give enjoyment to the students.	Md	O
2.	The students were not confident to speak.	S	O
3.	The students were bored and sleepy during the teaching and learning process.	S	O
4.	The students had low participation and motivation.	S	O
5	The teacher did not give the students sufficient opportunities to use the target language.	T	O
6.	The technique and media of teaching speaking were monotonous.	T, Md	O

Descriptions:

S : Students
T : Teacher
Ma : Materials
Md : Media

O : Observation
I : Interview

When the field problems had been identified and selected, a pre-requisite analysis was conducted to find the possible causes of the problems in the field. The pre-requisite analysis was conducted through discussion with the English teacher as collaborator. The analysis was done to identify the problems and to find the appropriate actions that were suitable for the field problems. The possible causes of the problems in the field will be explained in the following table.

Table 5: The Possible Causes of the Field Problems in English Teaching and Learning Process in grade VIII A, SMP Negeri 2 Lawang Kidul

No	Problems	Possible Causes
1.	The media was used by the teacher lacked of visual aids and could not give enjoyment to the students.	1. The teacher found it difficult to find the audio visual media. 2. The teacher used only the commercial worksheet or textbook to teach. 3. The media were often used by the teacher in the form of text.
2.	The students were not confident to speak.	1. The students were afraid of making mistakes. 2. The students were laughed by their friends. 3. They did not know how to express their ideas.
3.	The students were bored and sleepy during the teaching and learning process.	1. The materials were not interesting. 2. The teacher used a monotonous technique and media. 3. The students were not interested to the lesson. 4. The students were passive during the lesson.
4.	The students had low participation and motivation.	1. The students could not understand the teacher's instructions and explanations. 2. The materials and activities used by the teacher were monotonous. 3. The teacher did not motivate students learn well.
5.	The teacher did not give the students sufficient opportunities to use the target language.	1. The teacher was dominant in the teaching and learning process. 2. The classroom English was not optimally used during the teaching and learning process.
6.	The technique and media of teaching speaking were monotonous.	1. The teacher did not know how to apply other technique and felt confident with one technique of teaching speaking. 2. The teacher rarely evaluated her own teaching. 3. The interesting teaching media were insufficiently used during the teaching and learning process.

4. Determining Actions to Solve the Feasible Problems

Based on the feasible problems to solve and possible causes mentioned above, the researcher and the English teacher decided to use video clips to improve the speaking skills. Video clips can solve the field problems because of some reasons. First, video clips can use to make students not bored and like to study English language. Second, video clips can provide realistic listening practice and stimulate language use. Then, the students do not only hear the language, but also they can see it. The students can observe how intonation can match facial expression. From all of the reasons so far mentioned, it can concluded that the video clips can increase students' level of interest and give them a chance to see language in use as well as hear it.

In collaboration with the ET, the researcher designed some actions to overcome the problems. First, video clips were used to support the teaching and learning process and to give the students authentic and appropriate models of the target language. Second, in line with the use of video clips, some communicative speaking activities such as games, roleplay, interviews, and reporting would be applied in the teaching and learning process. Moreover, classroom English would optimally used during the teaching and learning process to introduce the simple expressions used in the classroom and to make the students accustomed to simple expressions of English.

B. The Report of Cycle I

1. Planning I

The first step after formulating field problems and designing the actions was planning. Some plans were made for the Cycle I. The plans of the actions which would be implemented were expected to achieve the following conditions.

- a) The media were completed by visual aids and gave enjoyment to the students.
- b) The students were confident to speak.
- c) The students would be actively involved in the teaching and learning process.
- d) The students had high participation and motivation.
- e) The students had sufficient opportunities to use the target language.
- f) The technique and media of teaching speaking were not monotonous.
- g) The students could improve their comprehension and were accustomed to learn English.

To achieve the conditions mentioned above, some plans were made in cycle I. They are as follows.

a) Selecting the teaching technique

PPP (Presentation, Practice, Production) technique were decided in the teaching and learning process. It consisted of three stages. The first stage was presentation. In this stage, the materials were presented by playing video clips. The students were asked to identify the expressions used in the video clips, and then other expressions were also presented. The second stage was practice. In this stage, the students were given a situation and activity which asked them to

practice the expressions given. The last stage is production. After they had a practice activity, the students had a role play using the expressions given.

b) Making a course grid

A course grid is made to design the materials and activities easier in improving the students' speaking skills. In Cycle I, asking, offering, and refusing help are chosen for the basic competency. After choosing the basic competency, four indicators were decided. Learning active ties are also designed using PPP technique. Next, the learning materials consisted of five aspects. They are topics, functions, key structure, vocabulary, and pronunciation. The last, video clips sources are also attached in the course grid. The detail course grid can be seen below and the more complete course grid can be seen in the Appendix E.

Table 6: The Course Grid of Cycle I

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials	Video Clip
Expressing meaning in the term of simple transactional and interpersonal conversations in order to interact with others in the contexts of daily life	Expressing meaning in simple transactional and interpersonal conversations in order to interact with others using the expressions of: asking for, offering and refusing help	Students are able to: a. identify the expressions of asking for, offering and refusing help accurately b. pronounce the expressions of asking for, offering and refusing help correctly	Presentation: 1. The teacher plays video clips containing expressions of asking for, offering and refusing help Practice: 2. The teacher gives a situation card for each student to ask, offer, and refuse for help and then practice it in groups.	Topics: Daily Activities Functions: asking for, giving and refusing help Key Structure: Can/could/would/ + S + V + O, please? Vocabulary: Verb: iron, take, follow Pronunciation Verb: iron = /aɪrən/ take = /teɪk/ follow = /'fɒlɔːləʊ/	Video Clip Asking for Help http://www.youtube.com/watch?v=zK-o4QP-9-g

c) Deciding the teaching and learning activities

In presentation stage, the students watched the video clips as the models of the language functions, so that the students would be able to know how the expressions used in a certain situation. After watching the video clips, the students were asked to identify the expressions which were in the video clips. Then, the students asked to practice the expressions through a game.

Before starting the game, the students were divided into six groups and were given some situation cards. Every student in a group was asked to take the situation cards one by one, and then practiced the expressions based on the situations. In the last stage, they had a role play activity using the expressions of asking for, offering and refusing help.

d) Selecting and making teaching media

In the study, video clips were used in the teaching and learning process as the learning media. The video clips were selected by considering the basic competency and the standard of competency for the first semester of grade VIII. The video clips containing the expressions of asking, offering, and refusing help were selected by considering the topics, the length, and the students' needs. The video clips were selected from *www.youtube.com*.

After selecting the video clips, the situation cards were made for the game activity. The cards were 7 x 5 centimetres which were made from blue buffalo papers. There were thirty six cards with eighteen situations in every meeting. So, there were two cards which had the same situation. However, each group got six different situation cards.

e) Making a lesson plan

The lesson plan was made as the guidance in conducting the teaching and learning process. There was a lesson plan for three meeting in this cycle. The teaching and learning activities is shown in this following table.

Table 7: **The Teaching and Learning Activities in Cycle I**

Teacher's Activities	Students' Activities
<p><u>Opening Stage</u></p> <ol style="list-style-type: none"> 1. Teacher greets the students. 2. Teacher asks the captain class to lead the prayer to start the lesson. 3. Teacher checks the students' attendance. 4. Teacher informs the students about the purpose of the lesson. 	<p><u>Opening Stage</u></p> <ol style="list-style-type: none"> 1. The students answer the teachers' greeting. 2. The captain class leads the prayer before starting the lesson. 3. Th students prepare themselves to start the lesson. 4. The students pay attention.
<p><u>Presentation Stage</u></p> <ol style="list-style-type: none"> 5. The teacher plays video clips containing expressions of asking for, offering and refusing help. 6. The teacher asks their students to identify the expressions. 7. The teacher gives other expressions of asking for, offering and refusing help in the contexts of daily life. 	<p><u>Presentation Stage</u></p> <ol style="list-style-type: none"> 5. The students watch the video clips. 6. The students identify the expressions which are in video clips. 7. The students pay attention to the teacher and then they make a note about the expressions of asking for, offering and refusing help.
<p><u>Practice Stage</u></p> <ol style="list-style-type: none"> 8. The teacher asks the students to repeat what the speakers said in the video clips. 9. The teacher divides the class into six groups of equal size. 10. The teacher gives some situation cards for each group and asks the students to take a card by turns in a group. 	<p><u>Practice Stage</u></p> <ol style="list-style-type: none"> 8. The students repeat what the speakers said in the video clips. 9. The students are divided into six groups of equal size. 10. The student which is getting his turn take a situation card.

(Continued)

(Continued)

Teacher's Activities	Students' Activities
<p style="text-align: center;"><u>Practice Stage</u></p> <p>11. The teacher asks the students to use the expressions of asking, offering, or refusing help correctly depend on situations which are in the cards.</p> <p>12. The teacher controls the activity and helps the students doing the game.</p>	<p style="text-align: center;"><u>Practice Stage</u></p> <p>11. The students say the expressions appropriately with the situation.</p> <p>12. Other students evaluate the students which are performing in a group.</p>
<p style="text-align: center;"><u>Production Stage</u></p> <p>13. The teacher asks the students to do a role play using the expressions of asking for, offering and refusing help.</p>	<p style="text-align: center;"><u>Production Stage</u></p> <p>13. The students do a role play using the expressions of asking for, offering and refusing help</p>
<p style="text-align: center;"><u>Closing Stage</u></p> <p>14. The teacher summarizes the lesson and do a reflection in the end of lesson.</p> <p>15. The teacher gives the students homework.</p> <p>16. The teacher ends of the lesson by praying and greeting.</p>	<p style="text-align: center;"><u>Closing Stage</u></p> <p>14. The students summarize the lesson and do a reflection.</p> <p>15. The students make a note for further guidance from their teacher.</p> <p>16. The students answer their teacher's greeting and praying together.</p>

f) Developing research instruments

Before conducting the research, the researcher developed some research instruments. They were observation sheets and interview guidelines. The observation sheets for the teacher and the students were used in the reconnaissance and action and observation steps. The interview guidelines for the teacher and the students were used in the reconnaissance and reflections steps.

2. Actions and Observation I

The actions in cycle I were carried out on the 19th, 21st, and 26th of August, 2013. In this cycle, there were three meetings. Every meeting had 80 minutes. The schedule of cycle I is presented in this table below.

Table 8: The Schedule of the Cycle I

Dates	Materials	Allocated Time
Monday August 19, 2013	Asking for help	2 x 40 minutes
Wednesday August 21, 2013	Offering help	2 x 40 minutes
Monday August 26, 2013	Refusing help	2 x 40 minutes

The implemented actions focused on improving the students' speaking skills through the use of video clips. Based on the results of discussion with the English teacher, the researcher acted as the classroom teacher during the implementation. Meanwhile, the actions which performed in the first cycle were:

a) Using Video Clips as the Teaching and Learning Media

As mentioned in the identification of the problems, video clips were used as the main teaching and learning media to improve the students' speaking skills. Video clips were employed as the input texts so that the students could get complete information and knowledge.

By watching the video clips, they could learn how to apply the languages in real-life contexts and daily conversations. Most of the video clip as recorded

materials were taken from www.youtube.com, the selection of the video clip was based on the consideration between the researcher and the collaborator.

b) Applying Communicative Speaking Activities

Communicative speaking activities were applied in order to give the students opportunities to speak in English through practicing, they understood the language use in daily conversations. The students could increase their confidence since they had to communicate in English as much as possible and to interact with their friends. The communicative speaking activities applied in the first cycle were role-play and games.

c) Using Classroom English during the Teaching and Learning Process

Classroom English was used during the teaching and learning process. The purpose was to introduce the simple expressions used in the classroom and to make the students accustomed to simple expressions of English. By using classroom English, the students would be able to use them later. Classroom English was used in opening the lesson such as greeting, asking the students condition, and checking the students' attendance.

The data during the Cycle I were collected through observations, interviews, and documentations. In this cycle, duties were shared with the collaborators in conducting the teaching and learning process of speaking. The actions focused on implementing video clips as learning media to improve the students' speaking skills. Further descriptions of each meeting are presented below.

a. The first meeting of Cycle I

The first meeting of this cycle was conducted on August 19, 2013. The topic in the first meeting was *asking for help*. PPP technique was used in the teaching and learning process. Before started the lesson, media such as the LCD and laptop were prepared in the classroom. The researcher could not use the speaker output because it was being used by the other teacher.

Then, the researcher and the English teacher entered the class together. After greeting the students, the English teacher took a chair in the corner of the class and then did some works with the observation paper. She let the researcher took the time. When the class was opened by praying and then checking the students' attendance using English, the students looked confused and unfamiliar with the situation. Then, the researcher informed the students how they answered and gave the information. The purpose of the lesson also were informed to the students.

In the beginning, the researcher played the video clip which containing the expressions of asking for help. The students were very enthusiastic and interested to watch the video clip, although the video clip had low sound. Then, the students were asked to identify the expressions which are in the video clip. Other expressions were also given to the students. After that, the video clip were re-played and the students were asked to pronounce the expressions. The students still had low confidence and hesitant in pronouncing the expressions.

After watching the video clip, the students were divided into six groups. Each group was given six situation cards. The students were asked to take the situation cards by turns. They had to use the expressions of asking for help based on the

situation which are in the card. They looked strained to do the activity. The students were afraid of making mistakes in pronouncing the expressions. Before the class ended, the summary and feedback were given to the students. When the bell rang, the meeting was closed by praying and greeting.

b. The second meeting of Cycle I

The second meeting of this cycle was conducted on August 21, 2013. The topic in this meeting was *offering for help*. When the researcher entered the classroom, the media such as LCD and the speaker output were prepared by the students. They looked more motivated to learn English using video clips. Then, the class was opened by greeting and praying together. After checking the students' attendance, the researcher asked the students about the last materials. He and the students reviewed the expressions and the last activity. The students were asked to pronounce the expressions in the last meeting.

Then, the purpose of the lesson was given to the students. The researcher asked the students whether they wanted to watch the video clip again or not. The students were enthusiastic and asked to watch the video clip again. Then, the video clip containing the expressions of offering help was played. Most of the students paid attention to the video clips. However, some of them did other activities. After the video clip played, the students were asked to identify and pronounce the expressions which are in the video clip. The students competed to pronounce the expressions. They could pronounce the expressions confidently.

Next, the students were divided into different groups from the last meeting. The rules were still the same with the last game. They had to use the expressions

of offering help based on the situations. The students did the game more relaxed. When the activity finished, the summary and feedback were given to the students. When the bell rang, the meeting was closed by praying and greeting.

c. The third meeting of Cycle I

The third meeting of this cycle was conducted on August 26, 2013. The topic in the last meeting was *refusing help*. Before entered the classroom, the researcher met the school staff to prepare the media, but he was not at school. When the bell rang, the researcher entered the classroom. He did not bring the LCD and the speaker output to the classroom. The students looked unenthusiastic because they thought that they could not watch the video clip on that day.

Some minutes later, the school staff came to the class bringing the LCD and the speaker output. Some students looked happy because they could watch the video clip again. After that, the video clip containing the expressions of accepting and refusing help were played. Then, the researcher asked the students to pronounce the expressions. Most of the students could not pronounce 'sure', 'of course', and 'great' correctly. After they watched the video clip which contained those words, the students could pronounce the words correctly. The researcher also helped them and showed the pronunciation transcripts to the students.

Next, the students were divided into different groups from the last meeting. They had to use the expressions of refusing help based on the situations card they taken. They had high motivation and were more confident to speak in English. However, there were only some students who were still unconfident and had low participations. Before the class ended, the students were asked to review the

expressions they learned from the first meeting. When the class ended, the class were closed by praying and greeting.

3. Reflection I

After implementing the actions, they were evaluated. A discussion with the English teacher as collaborator was conducted from the observation and the interviews with the English teacher and the students. The reflection was based on the observations and during the teaching and learning processes in Cycle I.

In the first meeting of Cycle I, the researcher could not use the speaker output because it was being used by the other teacher. So, the students in the back were not able to listen to the video clip clearly. In the next meeting, the researcher found that the students had high motivation to learn English using the video clips.

FN05. Wednesday: August 21, 2013

The second meeting in the first cycle was conducted on Wednesday, August 21, 2013. The topic in this meeting was offering for help. **When the researcher entered the classroom, the media such as LCD and the speaker output were prepared by the students although the researcher did not ask them to do that. They looked more motivated to learn English using the video clips.** Then, the class was opened by greeting and praying together.

The use of video clips also made the atmosphere in the classroom more relaxed and fun so that the students were interested in learning English. From the observation, the researcher also found that the video clips were interesting for the students. They looked unenthusiastic when the researcher did not bring the LCD and the speaker output to the classroom because they thought that they could not watch the video clip again.

FN05. Wednesday: August 21, 2013

The researcher asked to the students whether they wanted to watch the video clip again or not. **The students were enthusiastic and asked to watch the video clip again.** Then, the video clip containing the expressions of offering help was played. Allmost all of the students paid attention to the video clip.

FN06. Monday: August 26, 2013

Before entered the classroom, the researcher met the school staff first to prepare the media, but he was not at school. When the bell rang, the researcher entered the classroom. **He did not bring the LCD and the speaker output to the classroom. The students looked unenthusiastic because they thought that they could not watch the video clip on that day.**

.....

Some minutes later, the school staff came to the class bringing the LCD and the speaker output. **Some students looked happy because they could watched the video clip again.**

The field note above showed that the students were enthusiastic and highly motivated to learn English. The students also competed to pronounce the expressions when the researcher asked them to identify and pronounce the expressions. They were more confident to speak in English.

FN05. Wednesday: August 21, 2013

After the video clip played, the researcher asked a question to the students, “Bagaimana kalian kalo mau nawarin pertolongan menggunakan bahasa Inggris?” **The students competed to answer the question.** Some students answered, “Can I help you?” There were also some students answered, “May I help you?”, and the other students said, “What can I do for you?” **They could pronounce the expressions confidently.**

The students also had improvement in pronunciation. Before the video clip played, they could not pronounce some words correctly. After the pronunciation transcripts were given and watching the video clip which contained those words, the students could pronounce the words correctly.

FN05. Wednesday: August 21, 2013

Then, the researcher asked the students to pronounce the expressions of giving and refusing help. **Most of the students could not pronounce 'sure', 'of course', and 'great' correctly. After they watched the video clip which contained those words, the students could pronounce the words correctly.** The researcher also helped them and showed the pronunciation transcripts to the students by LCD.

Besides that, some interviews were also conducted with the teacher as the collaborator and the students. The interview with the teacher was done to know the teacher's opinions about the use of video clips in the teaching and learning processes. The teacher said that there were improvements in the students' speaking skills after watching video clips and doing communicative activities. They had high motivation and participation in the English teaching and learning process. However, the teacher was also asked the researcher to consider the length of video clips because the long video clip which could make the students lost their attention. Further descriptions of interview with the English teacher were shown in the following.

-
- Researcher : *“Bagaimana menurut Ibu pembelajaran dengan menggunakan video klip, communicative activities, dan classroom English kemarin?”*
(What do you think about the teaching and learning process using video clips, communicative activities, and classroom English?)
- Teacher : *“Banyak peningkatannya kalau saya lihat setelah menggunakan video. Anak-anak semakin semangat untuk belajar dan melakukan aktifitas yang diberikan dan speakingnya juga sudah mulai baik. Tetapi masih terdapat beberapa siswa yang masih kurang percaya diri dan tidak banyak berpartisipasi dalam proses pembelajaran.”*
(**There are many improvements after using the video clips. The students are motivated to learn and do the activity given. Their speaking are also getting better.** However, there are still some students who are unconfident to speak and have low participations in the teaching and learning process.)
- Researcher : *“Apa saja kekurangan dalam proses pembelajaran kemarin Bu?”*
(What are the weaknesses in the teacher and learning process?)
- Teacher : *“Pada pertemuan pertama suara dari video klipnya kurang jelas jadi anak-anak yang dibelakang kurang jelas dengernya. Di pertemuan kedua, video klipnya terlalu panjang jadi siswa ada yang kehilangan perhatiannya. Tapi di pertemuan berikutnya itu sudah tidak terjadi lagi kok.”*
(**In the first meeting, the students in the back were not able to listen to the video clip clearly because the video clip had low sound. In the second meeting, the length of video clip was too long, so there were some students who lost their attention to the video clips.** However, those were not happened again in the next meetings.)

(Appendix B: Interview 13)

The interviews with the students were conducted to know the students' feelings and opinions about the actions done in the first cycle. They stated that they liked learning English using video clips. From watching the video clips, they could know how to pronounce the expressions correctly. It could also make the learning process more interesting and did not make them sleepy and bored. The descriptions of the interviews were shown in the following.

-
- Researcher : “*Gimana kemaren pelajaran bahasa Inggrisnya pake video klip?*”
(How about the English class using video clips yesterday?)
- Student : “*Seneng banget, menarik juga permainannya.*”
(I really like that. The game is also interesting.)
- Researcher : “*Menarik nggak menurutmu kalo belajar bahasa Inggris menggunakan video dan permainan gitu?*”
(Do you think the English learning using video clips is interesting?)
- Student : “*Menarik banget, jadi nggak ngantuk dan bosan. Kita jadi tambah semangat dan tertarik dengan pelajarannya.*”
(English learning using video clips is very interesting. We will not sleepy and bored. We will be highly motivated and interested in learning process.)
- (Appendix B: Interview 9)
-

-
- Researcher : “*Gimana menurutmu tadi pelajaran bahasa Inggrisnya?*”
(What do you think about the English class?)
- Student : “*Amazing sir. Walaupun aktifitasnya sama kayak kemaren-kemaren tapi kan situasi yang ada di kartu tetap beda. Ungkapan-ungkapan yang harus dipake juga beda.*”
(It is amazing sir. We have the different situations in the cards, although the activity is same with the previous meeting. The expressions used are also different from the previous meeting.)
- Researcher : “*Terus suka nggak kamu belajar bahasa Inggris pake video klip?*”
(Then, do you like learning English using video clips?)
- Student : “*Suka sir. Jadi tahu sekarang cara ngucapin ekspresinya yang bener gimana, terus jadi tahu juga intonasinya gimana, menyenangkan lah pokoknya sir.*”
(Yes, I like it sir. So, now I know how to pronounce the expressions and the correct intonation. It is very interesting.)
- (Appendix B: Interview 12)
-

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows.

- a. The successful actions
 - 1) The English learning process became more interesting with the use of video clips as learning media.
 - 2) The students had high motivation to learn and did the activity given.
 - 3) Video clips were effective in solving the field problems.

b. The unsuccessful actions

- 1) There were some students still unconfident and had low participations in the teaching and learning process.
- 2) The sound was too low and the length of the video clip was too long.
- 3) The students looked confused and unfamiliar with the classroom English.

Those were the successful and unsuccessful actions in the Cycle I. There were some improvements on students' speaking skills. However, there were still some problems faced by the students in Cycle I. So, the researcher decided to continue with the next cycle to improve the students' speaking skills.

C. The Report of Cycle II

1. Planning II

As stated in the reflection in the first cycle, it could be concluded that there were some problems found in the first cycle. They were:

- a. There were some students still unconfident and had low participations in the teaching and learning process.
- b. The sound and the length of the video clips were not effective.
- c. The students looked confused and unfamiliar with the classroom English.

Based on the problems above, some actions were planned for Cycle II. This cycle focused on making the students get involved and actively participate in the English teaching and learning process. It also focused on the interaction between the teacher and the students and among the students. The action plans for Cycle II were as follows:

a. Making a course grid

A course grid is made to design the materials and activities easier in improving the students' speaking skills. In Cycle II, asking and giving opinions are chosen for the basic competency. After choosing the basic competency, the four indicators are decided. Learning activities also are designed using PPP technique. Next, the learning materials consisted of five aspects. They are topics, functions, key structure, vocabulary, and pronunciation. The last, video clips sources are also attached in the course grid. The detail course grid can be seen below and the more complete course grid can be seen in the Appendix E.

Table 9: The Course Grid of Cycle II

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials	Video Clip
Expressing meaning in the term of simple transactional and interpersonal conversations in order to interact with others in the contexts of daily life	Expressing meaning in simple transactional and interpersonal conversations in order to interact with others using the expressions of: asking for and giving opinions	Students are able to: a. identify the expressions of asking for and giving opinions in conversations accurately b. pronounce the expressions of asking for and giving opinions with the correct pronunciation fluently and appropriately	Presentation: 1. The students watch the video clips containing expressions of asking for, giving opinions Practice: 2. The students give their opinions about the pictures given and ask for their friends' opinions	Topics: Daily Activities Functions: asking for and giving opinions Key Structure: S + believe/ think/ reckon/ feel.... In my opinion, ... From my point of view, ... Vocabulary: Verb: think, reckon Noun: doubt, opinion Pronunciation think = /θɪŋk/ reckon = /'rek.ən/ doubt = /daʊt/ opinion = /ə'pɪn.jən/	Video Clip Asking opinion http://www.youtube.com/watch?v=qRy5k8djBCc

b. Deciding the teaching and learning activities

In presentation stage, the students watched the video clips as the models of the language functions. After watching the video clips, the students were asked to identify the expressions which were in the video clips. Then, the students asked to practice the expressions through giving opinions about the picture given and asked their friends' opinions. The students had also to do a survey.

c. Selecting and making teaching media

The video clips containing the expressions of asking and giving opinions were selected by considering the topics, the length, and the students' needs. The video clips were selected from *www.youtube.com*. Then, the researcher prepared the interesting pictures to ask the students' opinions about the picture. Report form were also made to help the students reporting their surveys.

d. Making a lesson plan

There was a lesson plan for two meetings in the second cycle. The teaching and learning activities are shown in the following table.

Table 10: **The Teaching and Learning Activities in Cycle II**

Teacher's Activities	Students' Activities
<p><u>Opening Stage</u></p> <ol style="list-style-type: none"> 1. Teacher greets the students. 2. Teacher asks the captain class to lead the prayer to start the lesson. 3. Teacher checks the students' attendance. 4. Teacher informs the students about the purpose of the lesson. 	<p><u>Opening Stage</u></p> <ol style="list-style-type: none"> 1. The students answer the teachers' greeting. 2. The captain class leads the prayer before starting the lesson. 3. Th students prepare themselves to start the lesson. 4. The students pay attention.

(Continued)

(Continued)

Teacher's Activities	Students' Activities
<u>Presentation Stage</u> 5. The teacher plays video clips containing expressions of asking for and giving opinions. 6. The teacher asks their students to identify the expressions . 7. The teacher gives other expressions of asking for and giving opinions in the contexts of daily life.	<u>Presentation Stage</u> 5. The students watch the video clips. 6. The students identify the expressions which are in video clips. 7. The students pay attention to the teacher and then they make a note about the expressions of asking and giving opinions.
<u>Practice Stage</u> 8. The teacher gives some interesting pictures to the students. 9. The teacher asks students' opinion about the pictures. 10. The teacher asks students to ask their friends' opinions.	<u>Practice Stage</u> 8. The students give their opinions about the pictures. 9. The students give their opinions about the pictures. 10. The students ask their friends' opinions about the pictures.
<u>Production Stage</u> 11. The teacher gives a topic for each student and asks them to survey about the topic to their friends.	<u>Production Stage</u> 11. Each of students do a survey game; asking their friends' opinions about the topic given.
12. The teacher divides the class into six groups of equal size and asks every student to report his/her survey result to his/her group.	12. Every member of groups reports the survey result to his/her group.
<u>Closing Stage</u> 13. The teacher summarizes the lesson and do a reflection in the end of lesson. 14. The teacher gives the students homework. 15. The teacher ends of the lesson by greeting and praying.	<u>Closing Stage</u> 13. The students summarize the lesson and do a reflection. 14. The students make a note for further guidance from their teacher. 15. The students answer their teacher's greeting and praying together.

Other actions were also planned in Cycle II. The plans of the actions which would be implemented were expected to achieve the conditions and improvement in some aspects as follows:

Table 11: **The Actions and the Expected Improvement to Achieve**

No.	Actions	Expected Improvement to Achieve
1.	Using video clips consisting appropriate models of English as the teaching and learning media.	The media and classroom activities would be varied and were not monotonous.
		The students would have high motivation in learning English.
		The media were completed by visual aids and gave enjoyment to the students.
2.	Applying communicative speaking activities.	The students had higher self-confidence to express their ideas freely.
		The students had sufficient opportunity to practice speaking.
		The students got involved actively in the teaching and learning process.
3.	Using classroom English optimally during the teaching and learning process.	The students could improve their comprehension and were accustomed to learn English.

The actions which performed in the second cycle were:

a) Using Video Clips as the Teaching and Learning Media

The video clips were still used as the main teaching and learning media to improve the students' speaking skills. Video clips were selected based on the basic competency chosen. Those were taken from [www. youtube.com](http://www.youtube.com). The selection of the video clip was based on the topics, the length, and the students' needs.

b) Applying Communicative Speaking Activities

Communicative speaking activities were applied in order to give the students opportunities to speak in English. The students could increase their confidence since they had to communicate in English as much as possible and to interact with their friends. The communicative speaking activities applied in the second cycle

were surveying and reporting. The students surveyed their friends' opinions about the topic given and then they had to report the result to their groups.

c) Using Classroom English Optimally during the Teaching and Learning Process

Classroom English was used during the teaching and learning process. The purpose was to introduce the simple expressions used in the classroom and to make the students accustomed to simple expressions of English. By using classroom English, the students would be able to use them later. Classroom English was used in opening the lesson such as greeting, asking the students condition, and checking the students' attendance. It was also use during the main activities such as delivering the materials, giving the instructions, and checking the students' understanding. The last, it was used in closing activities such as summarizing the lesson, doing a reflection, giving feedback, and leave-taking.

2. Actions and Observation II

The actions in cycle II were carried out on the 28th of August and 2nd of September, 2013. In this cycle, there were two meetings. Every meeting had 80 minutes. The schedule of cycle I is presented in this table below.

Table 12: **The Schedule of the Cycle II**

Dates	Materials	Allocated Time
Wednesday August 28, 2013	Asking opinions	2 x 40 minutes
Monday September 2, 2013	Giving opinions	2 x 40 minutes

The data in the first cycle were collected in the form of field notes, interview transcripts and the scores of the test in Cycle II. Further descriptions of each meeting are presented below.

a. The first meeting of Cycle II

The first meeting of second cycle was conducted on August 28, 2013. The topic in the first meeting was *asking opinions*. The media were prepared in the classroom before started the lesson. The researcher and the English teacher entered the class together. When the researcher and the teacher would come to the classroom, they saw some students sitting outside of the classroom. There were a student asked his friends to enter the classroom because they thought that they would watch the video clips again.

The class was opened by greeting and praying and then checking the students' attendance using English. The purpose of the lesson also were informed to the students. The researcher played the video clip containing the expressions of asking for opinions. All of the students watched the video clip seriously. The students were more confident to speak in English. When the researcher asked them to identify the expressions which are in the video clip, they were able to pronounce the expressions together loudly and correctly.

Next, the interesting pictures were showed to the students using LCD. The students were asked to ask their friends' opinions about the picture. They used the expressions of asking opinions learned correctly and confidently. However, there were still some students which had wrong pronunciation in pronouncing the expressions. Sometimes the researcher corrected their pronunciation if he heard.

Some minutes before the class ended, the researcher reviewed the expressions and asked a question to the students. They responded the teacher's question well. The class closed by praying and greeting.

b. The second meeting of Cycle II

The second meeting of second cycle was conducted on September 2, 2013. It was the last meeting in this research. The researcher entered the classroom and then greeted the students. The students answered the greeting loudly and enthusiastically. Before started the lesson, the students were asked to pray together first. After that, the researcher checked the students' attendance using English. The purpose of the lesson also were informed to the students.

Then, the different video clip from previous meeting was played using the media prepared. The topic of the lesson was expressions of giving opinions. The students were asked to identify the expressions which were in the video clip. They pronounced the expressions spontaneously when they heard the expressions. After that, the researcher asked them to pronounce the expressions which are in the video clip. Almost all of the students responded the teacher's instruction by raising their hands up. Then they pronounced the expressions confidently although there were still some mistakes in pronouncing some words.

Next, a topic was given to every student. They were asked to survey their friends based on the topic given using the expressions of asking opinions. The other students had to give their opinions about the topic when their friend surveyed them. After the instruction was clear, the students prepared their questions and stationeries. Then, they moved around the class to ask their friends'

opinions about the topic given. From this activity, all of students in a classroom could participate optimally and effectively in the teaching and learning process. After the survey was finish, the class divided into six groups. The students were asked to report their surveys to their groups. They reported the result using report form given confidently.

Before closed the meeting, the summary was given to the students covered all expressions learned in second cycle. The researcher said that meeting was the last meeting. The students looked sad and still wanted to learn using the video clip, LCD, and the other interesting activities. The researcher also thanked and apologized to the students . Then, he closed the class by praying and greeting.

3. Reflection II

After implementing the actions, some reflections were done with the English teacher. The reflections were based on the observations during the teaching and learning process, the students' opinions, and comments. From the observation, the researcher found that the video clips and communicative activities were effective to solve the field problems. The use of video clips motivated the students to speak English more in the classroom. The communicative activities also made the students more active in the activities given.

FN08. Monday: September 2, 2013

The different video clip were played and then the students were asked to identify the expressions and the responses which are in the video clip. **They pronounced the expressions spontaneously when they heard the expressions.** After that, the researcher asked, "*Siapa yang bisa menyebutkan ungkapan dan respon yang ada di dalam video klip tadi?*" **There were about twenty of thirty six students raised their hands up to answer the question.** The students could answer the questions confidently.

The use of video clips made some improvements to the students' pronunciation. Most of the students could not pronounce some words correctly, but after they watched the video clips that contained those words, they could pronounce them correctly.

FN08. Monday: September 2, 2013

Most of the students could not pronounce 'think', 'awful', 'opinion', 'believe', and 'nice' correctly. After they watched the video clips which contained those words, the students could pronounce the words correctly. The researcher also helped them and showed the pronunciation transcripts by LCD.

The teacher also said that there were many improvements on the students' speaking skills such as their pronunciation, motivation, confidence, and participations. The sound and the length of video clips were also effective. Further descriptions of the interview with the English teacher were shown in the following.

Researcher : *"Gimana menurut Ibu setelah dua pertemuan di Cycle 2?"*

(What do you think about the two previous meetings in the Cycle II?)

Teacher : *"Ya sudah banyak peningkatan saya rasa, terutama di speaking mereka. Mereka jadi lebih termotivasi untuk belajar, jadi lebih semangat, lebih percaya diri juga buat ngomong, dan lebih banyak berpartisipasi dalam pembelajaran. Pronunciation mereka juga lebih baik dari sebelumnya."*

(I think there are many improvements especially in students' speaking skills. They have high motivation and enthusiastic to learn English. They are more confident to speak English and have high participations in the learning processs. Their pronunciation is also better from before.)

Researcher : *“Bagaimana dengan penggunaan video klip yang diterapkan pada cycle II?”*

(How about the use of video clips which applied in the Cycle II ?)

Teacher : *“Sudah sangat baik saya pikir, video klip yang dipakai sesuai sama kemampuan siswanya, suaranya sudah jelas, dan panjang videonya juga sudah efektif. Anak-anak sangat menikmati aktifitas pembelajaran, mereka sangat tertarik dengan kegiatan yang diberikan kepada mereka.”*

(I think it was excellent. The video clips used were suitable for the students' skills. The sound of video clips was clear and the length of video clips was effective. The students really enjoyed the learning activity and really interested in doing the activities given.)

(Appendix B: Interview 15)

The interviews with the students were conducted to know the students' feelings and opinions about the actions done in the second cycle. The students had high motivation to learn from watching the video clips and do the activity because they could see how the language used in a real context and had sufficient opportunity to practise speaking English in the classroom. They become more confident to speak in English because they knew how to pronounce the expressions correctly. They also were familiar with the classroom English. Some of the interviews were shown in the following.

Researcher : *“Hallo..Gimana menurutmu tadi pelajaran bahasa Inggrisnya?”*

(Hello..What do you think about the English class?)

Student : *“Ya menarik sir. Jadi pengen belajar bahasa Inggris terus deh kalo pake video belajarnya.”*

(It was interesting sir. If the learning process uses the video clips, I want to learn English every time.)

Researcher : *“Gimana sama aktifitasnya, kan beda dari yang kemaren itu?”*

(How about the activity which different from the previous meeting?)

Student : *“Menarik juga sir, jadi bisa survey sama semua temen satu kelas.”*

(It was also interesting activity sir. So, I can survey all of my friends in the classroom.)

Researcher : *“Apakah kamu sudah terbiasa dengan Classroom English?”*

(Were you familiar with the classroom English?)

Student : *“Iya sir. Sekarang kita sudah terbiasa untuk berbicara bahasa Inggris ketika pelajarannya.”*
 (Yes sir. We were accustomed to speak in English when the English class going on.)

(Appendix B: Interview 14)

After evaluating the second cycle, the researcher decided to stop the actions in the second cycle. The researcher thought that the actions were successful on two cycles. The indicators that the actions were successful were that the field problems well solved. Then, the researcher conducted the post-test on September 4, 2013.

D. General Findings

The actions were implemented in two cycles. Based on the reflections of each cycle, the students had shown their improvement of their skills in speaking after the actions were implemented. There were some aspects which indicated the improvement. The aspects are in the students' motivation, confidence, pronunciation, and participations.

In the first cycle, the students' skills improved, but there were still some problems had occurred. Therefore, the researcher and the English teacher decided to continue to Cycle II. In the second cycle, their skills had improved in every aspect. As a result, there were changes occurred during the implementation of the actions. The summary of changes happened before and after the implementation of Cycle I and Cycle II can be seen in the table below:

Table 13: The Description of Students' Improvement

No	Before the actions were conducted	After the actions were conducted	
		Cycle I	Cycle II
1.	The students had low motivation and participation.	Some students had high motivation in learning speaking. They had low participation in the learning process.	Most of students had high motivation in the learning process and learned more actively.
2.	The students were not confident to speak and afraid of making mistakes.	Some students still had low confidence to speak in English.	Most of students were more confident to speak in English.
3.	Most students could not pronounce words correctly.	Some students improved their pronunciation.	Most of students could pronounce words with the appropriate intonation and correct pronunciation.
4.	The students were bored and sleepy during the teaching and learning process.	Some students were enthusiastic in the lesson. However, some others were not.	Most of the students were enthusiastic and became more active in doing the activities in the class.

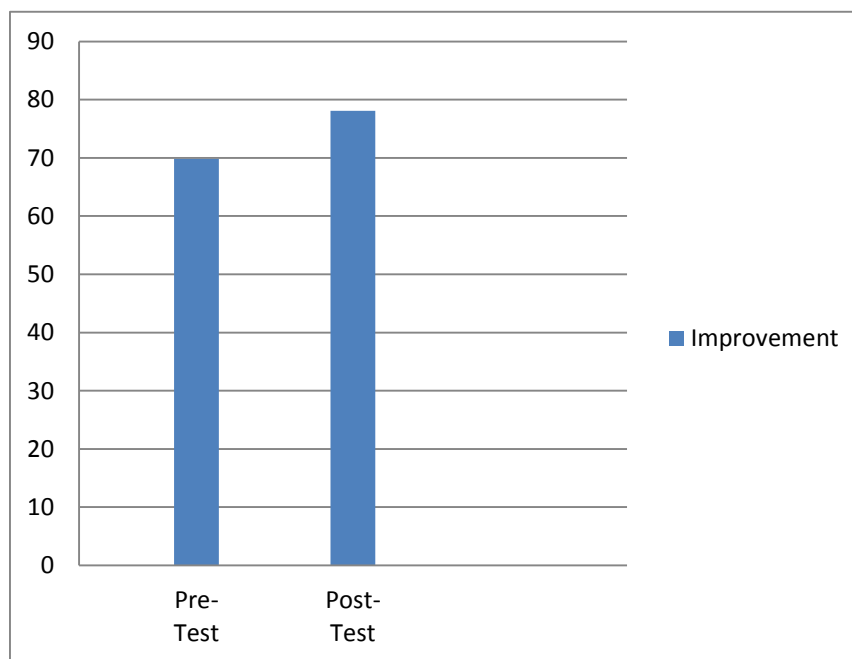
Besides the summary in the table, the researcher used the quantitative data to support his qualitative data. The success of the actions was indicated by comparing the result of the pre-test and the post-test. The pre-test on August 14, 2013 and the post-test on September 4, 2013. The result of mean score of the pre-test and the post-test can be seen in the following table:

Table 14: The Scores Comparison (Mean Scores)

No	Scores	
	Pre-Test	Post-Test
Mean Score	69,8	78,1

The table above showed the changes on the students scores which increased significantly. The students, who just gained 69,8 in the pre-test, were able to increase their scores up to 78,1 in the post-test. It indicated that they were successful in making a considerable improvement. In conclusion, the use of video clips was proven effective to improve the students' speaking skills. The change between the results of pre-test and post-test can be seen in the following chart:

Figure 2: The Comparison between the Results of Pre-Test and Post-Test



The mean score of both tests were also compared then tested by using the t-test statistical analysis. The difference results between Cycle I and Cycle II can be seen from the following table.

Table 15: The Results of Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST-TEST	78.14	36	2.380	.397
	PRE-TEST	69.89	36	2.188	.365

From the table above, it can be found that the average score of the pre-test is 69.89 and the average score of the post-test is 78.14 from the maximal score 100. It means that the average score of post-test increases 8.25 from the score of the pre-test. In addition, according to the t-test, the score difference of pre-test and post-test was significant at $p < 0,05$. The significance (2-tailed) was 0.00. The detail quantitative analysis of the pre-test and the post-test can be seen below and the more complete analysis can be seen in the Appendix H.

Table 16: The Detail Quantitative Analysis of the Pre and Post-tests

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POST_TEST - PRE_TEST	8.250	1.317	.220	7.804	8.696	37.572	35	.000

E. Discussion

The data from the observations and interviews showed that there were some problems has occurred in the teaching learning process. The problems were related to the teacher who used the monotonous media and teaching technique, the students who had low participation and motivation, and the learning activities which made the students were not confident to speak and bored. In solving the problems, the researcher used the video clips combining the communicative activities and classroom English optimally.

The researcher covered the goal in improving the students' speaking skills by using PPP technique; Presentation, Practice, and Production. In PPP, the video clips were presented in the presentation stage. Based on the reflection in the first cycle, the length of video clip in second meeting was too long, so there were some students who lost their attention to the video clips. However, the researcher could solve the problem in the next meetings. In the first meeting, the students in the back were not able to listen to the video clip clearly because the researcher did not use the speaker output, he only used the laptop speaker. Then, he prepared the media such as LCD, laptop, and the speaker output well in the next meetings. In practice stage, the students were asked to practise the expressions given from the researcher or the video clips. In production stage, the students were given a communicative activity which asked them to communicate with others using English optimally based on the activities or situations given.

There were two cycles in the actions. The first cycle was started on August 19, 2013 and ended on August 26, 2013. The first cycle had three meetings and

every meeting had 2x40 minutes. Meanwhile, the second cycle was done on August 28 and September 2, 2013. The second cycle had two meetings. The following is the summary of the first and the second cycle in the research.

1. The summary of the Cycle I

The first cycle was conducted to be solved the field problems using the video clips. There were successful actions and unsuccessful actions in the first cycle. The unsuccessful actions in the first cycle would be solved in the next cycle.

a. The successful actions

- 1) Video clips were effective in solving the field problems.
- 2) The students had a high motivation to learn and did the activity given.

b. The unsuccessful actions

- 1) There were some students still unconfident and had low participations in the teaching and learning process.
- 2) The sound and the length of the video clip were not effective.
- 3) The students looked confused and unfamiliar with the classroom English.

2. The summary of the Cycle II

The unsuccessful actions in the first cycle solved in the second cycle. For the first unsuccessful actions, the researcher played the video clips again and applied the communicative speaking activities which asked the students to communicate with all of their friends using English. The researcher always used the speaker output to have good sound. Then, classroom English was used optimally during the teaching and learning process.

The findings showed that the use of video clips combining the communicative activities and classroom English optimally was successful in improving the students' speaking skills. It can be proved from the students' improvements based on the observation done in the first and the second cycle, the interviews with the English teacher and the students, and from the scores in the pre- and post-tests. The scores in the post-test showed the improvement rather than in the pre-test. It can be seen from the comparison of the mean scores in the pre-test and the post-test. The mean scores in the post-test were higher than the mean scores in the pre-test.

CHAPTER V

CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, three points are presented. Those are conclusions, implications, and suggestions. Each point is described as follows:

A. Conclusions

The action research was implemented in SMP Negeri 2 Lawang Kidul. The research began on August and ended on September 2013 during the first semester in the academic year of 2013/2014. The research participants involved the students of grade VIII A and the English teacher. The aim of the research was improving the students' speaking skills using the video clips. The implementations of the actions were carried out in two cycles. Combined with the supplementary actions i.e. applying some communicative activities and using classroom English. The use of video clips improved both the students' speaking skills and the teaching and learning process of speaking.

During the first cycle, it could be concluded that most of the students made some significant improvements in their speaking skills. Their confidence in expressing their ideas also tended to increase. Moreover, they were highly motivated to get involved in every classroom activity during the implementations. In cycle two, the students were familiar with the target language since they got adequate input of English models through the use of video clips and they had sufficient oppotunities to speak in English. They were engaged properly in each activity which was performed based on the plans made before.

After the implementation of the two cycles, it could be concluded that there were some effective ways to improve the speaking skills of grade VIII A students of SMP Negeri 2 Lawang Kidul by using video clips in the academic year of 2013/2014. First, the actions using video clips could attract students' attention in the teaching and learning process. The use of video clips could give the students appropriate and authentic models of English so they could learn how to use the target language in real context. It also made the atmosphere in the classroom more relaxed and fun so that the students were interested to speak English. This way was effective to make them more confident.

Second, the combination of the use of video and the communicative speaking activities, such as games, role plays, surveying, and reporting could give the sufficient opportunities to the students to speak up and to apply the information they got in video watching activity. Role plays were able to build the students' self-confidence to speak English. They were excited and also enjoyed doing the activities. Communicative activities also increased their participations, involvements, and intereactions with others.

Third, using classroom English during the teaching and learning process could increase the student opportunities not only to speak but also to listen to the expressions which can be used in daily conversations. It was to introduce the simple expressions used in the classroom and to make the students accustomed to simple expressions of English.

B. Implications

According to the discussions explained in chapter IV and the conclusions which are stated in the previous sub-chapter, the implementations of the actions applied during the research have some some implications. Those implications are presented as follows:

- a. The use of video clips could improve the students' speaking skills. It was because the students could get authentic and appropriate models of English in using certain expressions through the video watching activity. They could learn how to use the target language in real context. It implies that the interesting learning media such as video clips could support the teaching of speaking in order to make the students have better understanding related to the use of the target language in real situation.
- b. The use of video clips also made the teaching and learning process of speaking more enjoyable so that the students were highly motivated to get involved in the lesson. It could attract the students' attention and could increase their enthusiasm. It implies that the interesting learning media such as video clips should be provided in order to create a relaxed and fun atmosphere in the classroom during the teaching and learning process.
- c. The implementation of applying some communicative activities could improve the students' speaking skills. The students could have the sufficient opportunities to speak in English thorough communicative speaking activities. The students could also increase their confidence since they had to communicate in English as much as possible and to interact with their friends.

It implies that varied speaking activities have positive contribution to make the teaching and learning process more interesting and to encourage the students to practice speaking.

- d. The implementation of using classroom English during the teaching and learning process could improve the students' speaking skills since it increased their opportunities to speak in English in the classroom. The students would also be accustomed to the language so they could speak easily since they were familiar with it. They would have many chances to practice their English during the class activities. It implies that if the teacher uses classroom English during the teaching and learning process, the students will be motivated to speak in English optimally.

C. Suggestions

Following the presentations of the conclusions and the implications, several suggestions proposed to the teacher of English, the school, and the next researchers on this subject are presented as follows:

1. For the English Teacher

The English teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide video clips in the teaching and learning process because video clips help the teacher deliver the materials easily.

2. For the School

The school needs to provide many more media and facilities. It has to maximize their facilities in order they can be functioned for supporting the teaching and learning process. In the research, one of the class facilities, the projector is not available yet in the classroom, the teachers have to use the portable projector if they will teach using multimedia. The school should also gives the students many activities outside the classroom for learning speaking such as speaking club, so they have many opportunities to improve their skills.

3. For Other Researchers

Other researchers who are interested in the same field are recommended to continue and improve the action research in order to find out other efforts to improve the students' speaking skill by using video clips. The researcher also suggests other researchers to prepare the media used well. The video clips should also clear, more creative, and suitable for the level of students' proficiency.

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APPENDICES

- A. Field Notes
- B. Interview Guidelines
- C. Interview Transcripts
- D. Observation Sheet
- E. Course Grid
- F. Lesson Plans
- G. Students' Attendances
- H. Students' Scores
- I. Photographs
- J. Letters

APPENDIX A

Field Notes

FIELD NOTE 1**Date : July 27th, 2013****Time : 09.00****Place : Principal Office**

Peneliti datang ke SMP Negeri 2 Lawang Kidul pukul 09.00. Lalu peneliti menemui Kepala Sekolah di ruangannya, beliau menyambut peneliti dengan ramah dan tangan terbuka. Pada pertemuan hari ini, peneliti hanya ingin meminta izin kepada kepala sekolah untuk melakukan penelitian dan sebagai perkenalan saja. Peneliti juga menjelaskan bahwa pertama-tama dia akan melakukan observasi terhadap pembelajaran bahasa Inggris di salah satu kelas VIII, lalu selanjutnya baru akan melakukan penelitian dalam kelas tersebut. Kemudian kepala sekolah memanggil seorang guru Bahasa Inggris yang mengajar kelas yang akan digunakan untuk penelitian. Kepala sekolah meminta guru tersebut untuk membantu peneliti dan berkolaborasi dalam penelitian tersebut.

(The researcher came to SMP Negeri 2 Lawang Kidul at 9 AM. Then, he met the headmaster in her room, she welcomed the researcher friendly. On that meeting, the researcher only want to asked permission to the headmaster to do the research and he introduced himself. He explained that he would observed the English teaching and learning process in a class of grade VIII, then he would do the research in that class. After that, the headmaster called an English teacher who taught the class. The headmaster asked the teacher to help the researcher and collaborated in the research.)

FIELD NOTE 2**Date : August 12th, 2013****Time : 10.00****Place : Teachers Office and Classroom**

Sebelum memasuki kelas, peneliti menemui guru di kantor guru. Peneliti mewawancarai guru tentang pembelajaran bahasa Inggris di sekolah itu dan khususnya kelas VIII. Setelah itu peneliti meminta izin ikut masuk ke kelas nanti untuk melakukan observasi di kelas VIII A. Setelah bel masuk setelah istirahat berbunyi, peneliti dan guru memasuki ruang kelas. Peneliti duduk di belakang dan mengadakan observasi kelas untuk mengetahui proses pembelajaran bahasa Inggris.

(Before entered the class, the researcher met the English teacher in the teachers office. The teacher was interviewed about the English teaching and learning process in that school especially in grade VIII. After that, the researcher asked permission to observe VIII A class. When the break time ended, the English teacher and the researcher entered the classroom. The researcher sat in the back and conducted an observation to know the English teaching and learning process.)

Guru memulai pelajaran dengan berdoa dan menyapa para siswa. Setelah memeriksa kehadiran siswa, beliau langsung meminta muridnya untuk membuka LKS. Guru menjelaskan ungkapan-ungkapan Asking for, giving, and refusing things yang ada di halaman tersebut. Lalu beliau mengucapkan ungkapan-ungkapan tersebut dan meminta siswanya untuk mengikuti. Di saat itu, ada beberapa siswa yang mengantuk dan tidak mengikuti kalimat gurunya. Guru menuliskan ekspresi di papan tulis dan menjelaskan artinya. Ketika guru sedang menjelaskan, banyak murid yang mengantuk dan sibuk dengan urusannya masing-masing seperti tidur atau ngobrol dengan temannya. Lalu guru memberikan kesempatan siswa untuk bertanya. Siswa hanya diam dan tidak berkata apa-apa.

(The teacher started the lesson by praying and greeting. After checked the students' attendance, she asked the students to open LKS page 7. She did not review the last meeting materials. The students looked uninterested. The teacher read aloud the expressions and asked the students to repeat after her, 'Lihat ungkapan-ungkapan yang ada di situ. Saya akan bacakan sekarang dan kalian tirukan ya.' Some students were sleepy and did not repeat the teacher's sentence. The teacher wrote the expressions and explained the meanings of each expression. When the teacher giving explanation, many students were busy with their own activities, such as sleeping, chatting with their friends. Then, the ET gave the students opportunity to ask questions. Nobody gave response. The students kept silent and gave no comments.)

Setelah memberikan penjelasan, guru meminta siswa untuk mengerjakan latihan di LKS halaman 8. Mereka harus melengkapi sebuah dialog dan mempraktekkannya dengan temannya. Ketika siswa sedang mengerjakan latihan, guru meminta izin untuk kepada siswa dan peneliti untuk pergi ke kantor sebentar karena ada urusan. Saat siswa ditinggal oleh gurunya, keadaan kelas menjadi tak teratur, mereka tidak mengerjakan latihannya dengan baik. Mereka hanya bersenda gurau dengan temannya, bernyanyi, bahkan ada yang menari. Beberapa menit sebelum waktu pelajaran berakhir, guru kembali masuk ke dalam kelas. Guru hanya meminta siswanya untuk mengumpulkan pekerjaan mereka, beliau tidak merangkum pelajaran yang diberikan tadi dan tidak memberikan PR kepada siswanya. Lalu guru menutup pelajaran dengan salam.

(After giving the explanation, the teacher asked the students to do the exercise in the LKS page 8. They had to complete a dialogue and practice it with the partner. Some minutes then, the teacher went to the office. During the speaking activity the class condition looked to be very chaotic and noisy. Some of the students ran in the classroom, had jokes with their friends, sang aloud or danced. They did not do the activity seriously. When the teacher came back to the classroom, few minutes before the class ended, she only asked the students to submit their work. The teacher did not either give feedback on students' work or summarize the lesson. She also did not give homework for the students. The teacher ended the lesson by greeting.)

FIELD NOTE 3

Date : August 14th, 2013

Time : 11.00

Place : Classroom

Pre-test dilaksanakan pada tanggal 14 Agustus 2013. Peneliti masuk dengan guru bahasa Inggris pada pukul 11.00. Setelah mengucapkan salam, berdoa dan mengecek presensi siswa, guru mempersilahkan peneliti untuk mengenalkan dirinya. Guru mengatakan bahwa hari ini akan diadakan tes lisan. Siswa terlihat cemas dan takut. Guru mempersilahkan peneliti untuk menjelaskan apa yang dilakukan untuk tes tersebut.

(Pre-test were conducted on August 14, 2013. The researcher and the English teacher entered the classroom at 11 AM. After greeting, praying, and checking the students' attendance, the teacher let the researcher introduced himself. The teacher informed to the students that would be conducted a spoken test that day. The students looked worried and afraid. The teacher let the researcher explained what the students had to do in the test.)

Peneliti menjelaskan bahwa hari ini mereka diminta untuk melakukan role-play in asking for, offering, and refusing help sesuai dengan situasi yang kelompok mereka dapatkan. Sebelum itu, peneliti membagi mereka ke dalam enam kelompok. Setiap kelompoknya diberikan situasi yang berbeda. Peneliti juga menjelaskan apa itu role-play dan bagaimana aturan mainnya. Saat mereka diminta untuk memulai kegiatan role-playnya, hampir semua siswa terlihat bingung dan takut salah. Mereka tampak gugup dan tidak percaya diri. Setelah tes selesai, peneliti membicarakan hasil dengan guru pembimbing dan mendiskusikan nilai yang didapat para siswa.

(The researcher explained that they were asked to do the role-play in asking for, offering, and refusing help based on the situations their groups had. Before that, the class was divided into six groups. Each group was given the different situations. The researcher also explained about what is role-play and the rules. When they were asked to start the role-play, almost all the students looked confused and afraid making mistakes. They also looked hesitant and unconfident. After the test finished, the researcher discussed the result and the students' scores with the teacher.)

FIELD NOTE 4

Date : August 19th, 2013

Time : 11.00

Place : Teachers Office and Classroom

Ketika jam istirahat, peneliti menyiapkan perlengkapan media yang akan digunakan seperti LCD portable dan speaker karena kelas tersebut belum dilengkapi dengan LCD. Seorang staf sekolah mengatakan bahwa peneliti tidak bisa menggunakan output speaker karena sedang digunakan oleh guru lain. (When the break time, the researcher prepared the media such as LCD portable and speaker output because the LCD was not available yet in the classroom. A school staff said **that the researcher could not use the speaker output because it was being used by the other teacher.**)

Ketika peneliti membuka pelajaran dengan doa dan memeriksa daftar kehadiran siswa menggunakan bahasa Inggris. Siswa terlihat bingung dan tidak terbiasa dengan situasi seperti itu. Lalu peneliti memberi tahu siswa bagaimana mereka menjawab dan memberi keterangan ketika pengecekan kehadiran menggunakan bahasa Inggris. Peneliti juga memberitahukan tujuan pembelajaran pada hari itu.

(When the class was opened by praying and then checking the students' attendance using English. The students looked confused and unfamiliar with the situation. Then, the researcher informed the students how they answered and gave the information when the checking attendance using English. The purpose of the lesson also were informed to the students.)

Pada awalnya, peneliti memutar video klip yang berisi tentang ungkapan asking for help. Siswa terlihat sangat antusias dan tertarik untuk menonton video klip, walaupun suaranya kecil. Kemudian siswa diminta untuk mengidentifikasi ungkapan-ungkapan yang ada di dalam video klip tersebut. Siswa terlihat masih kurang percaya diri dan ragu-ragu dalam menyebutkan ungkapan tersebut.

(In the beginning, the video clip was played which containing the expressions of asking for help. The students were very enthusiastic and interested to watch the video clip, although the video clip had low sound. Then, the students were asked to identify the expressions which are in the video clip. The students looked still had low confident and hesitant in pronouncing the expressions.)

Selanjutnya, peneliti membagi siswa ke dalam enam kelompok, lalu memberikan beberapa situation cards kepada setiap kelompok. Dengan ini, siswa diminta untuk mempraktekkan ungkapan-ungkapan asking for help yang telah dipelajari sesuai dengan situasi yang ada dalam kartu. Siswa terlihat tegang untuk melakukan kegiatan yang diberikan peneliti. Mereka sepertinya takut jika nanti terdapat kesalahan dalam pengucapan.

(Next, the class was divided into six groups. Each group were given six situation cards. The students were asked to take the situation cards by turns. They had to use the expressions of asking for help based on the situation which are in a card they taken. They looked strained to do the activity. The students were afraid making mistakes in pronouncing the expressions.)

FIELD NOTE 5

Date : August 21st, 2013

Time : 11.00

Place : Classroom

Pertemuan kedua pada cycle pertama dilaksanakan pada hari Rabu 21 Agustus 2013. Topik pada pertemuan ini adalah offering for help. Peneliti masuk kelas pukul 11.00 dan ternyata LCD dan speaker output sudah disiapkan di dalam kelas oleh siswa. Mereka terlihat sangat termotivasi untuk belajar bahasa Inggris menggunakan video klip. Peneliti membuka kelas dengan salam dan berdoa bersama.

(The second meeting in the first cycle was conducted on Wednesday, August 21, 2013. The topic in this meeting was offering for help. **When the researcher entered the classroom, the media such as LCD and the speaker output were prepared by the students although the researcher did not ask them to do that. They looked more motivated to learn English using the video clips.** Then, the class was opened by greeting and praying together.)

Peneliti bertanya kepada siswa apakah mereka ingin melihat video klip lagi. Siswa terlihat antusias dan meminta peneliti untuk memutar video klip kembali. Lalu peneliti memutar video klip yang berisi ungkapan offering help. Hampir semua siswa memperhatikan video klip dengan seksama. Namun, ada beberapa siswa mengerjakan pekerjaan lain karena video klip yang diputar terlalu panjang.

(The researcher asked to the students whether they wanted to watch the video clip again or not. **The students were enthusiastic and asked to watch the video clip again.** Then, the video clip containing the expressions of offering help was played. Almost all of the students paid attention to the video clip. **However, there were some students did other activities because the video clip played was too long.**)

Setelah video klip diputar, peneliti bertanya kepada siswa, “Bagaimana kalian kalo mau nawarin pertolongan menggunakan bahasa Inggris?” Siswa rebutan untuk menjawab pertanyaan, beberapa siswa mengucapkan, “Can I help you?” Ada beberapa siswa yang menjawab, “May I help you?”, dan siswa yang lain mengucapkan, “What can I do for you?” Mereka mengucapkan ekspresi-ekspresi itu dengan percaya diri.

(After the video clip played, the researcher asked a question to the students, “Bagaimana kalian kalo mau nawarin pertolongan menggunakan bahasa Inggris?” **The students competed to answer the question.** Some students answered, “Can I help you?” There were also some students answered, “May I help you?”, and the other students said, “What can I do for you?” **They could pronounce the expressions confidently.**)

FIELD NOTE 6

Date : August 26th, 2013

Time : 11.00

Place : Classroom

Pertemuan terakhir pada cycle pertama dilaksanakan pada tanggal 26 Agustus 2013. Sebelum masuk kelas, peneliti menemui staf sekolah terlebih dahulu untuk menyiapkan media yang akan digunakan, tetapi ternyata dia sedang tidak berada di sekolah. Lalu pada saat bel masuk pelajaran sudah berbunyi, peneliti masuk ke kelas terlebih dahulu. Ia tidak membawa LCD dan speaker output ke kelas. Mereka terlihat tidak antusias karena mereka pikir tidak bisa menonton video klip lagi hari itu.

(The last meeting of this cycle was conducted on August 26, 2013. The topic in this meeting was refusing help. Before entered the classroom, the researcher met the school staff first to prepare the media, but he was not at school. When the bell rang, the researcher entered the classroom. **He did not bring the LCD and the speaker output to the classroom. The students looked unenthusiastic because they thought that they could not watch the video clip on that day.**)

Beberapa menit kemudian, seorang staf sekolah datang ke kelas dengan membawakan LCD dan speaker, beliau meminta maaf karena terlambat untuk membantu. Peneliti berterimakasih kepada penjaga sekolah karena sudah membantu. Beberapa siswa bersorak kegirangan karena mereka akhirnya dapat menonton video klip lagi. Lalu, peneliti meminta siswa mengucapkan ekspresi untuk menerima dan menolak pertolongan. Kebanyakan siswa tidak dapat mengucapkan kata 'sure', 'of course', dan 'great' dengan benar. Setelah menonton video klip yang berisi kata-kata tersebut, mereka dapat mengucapkannya dengan benar. Peneliti juga membantu mereka dan menunjukkan transkrip pengucapannya kepada mereka melalui LCD.

(Some minutes later, the school staff came to the class bringing the LCD and the speaker output, he apologized for his lateness. The researcher said thank you to him for his helping. **Some students looked happy because they could watched the video clip again.** Then, the researcher asked the students to pronounce the expressions of giving and refusing help. **Most of the students could not pronounce 'sure', 'of course', and 'great' correctly. After they watched the video clip which contained those words, the students could pronounce the words correctly.** The researcher also helped them and showed the pronunciation transcripts to the students by LCD.)

Siswa sangat menikmati aktifitas yang diberikan dan lebih percaya diri untuk berbicara dalam bahasa Inggris. Tetapi masih terdapat beberapa siswa yang masih kurang percaya diri dan kurang berpartisipasi dalam proses pembelajaran. Sebelum pelajaran akan selesai, peneliti mengajak siswanya untuk mengulang kembali ungkapan-ungkapan yang telah mereka pelajari dari pertemuan pertama. Ketika pertemuan hari itu telah berakhir, ia menutup pelajaran dengan berdoa bersama dan salam.

(The students really enjoyed the activity given and were more confident to speak in English. However, there were some students who were still unconfident and had low participations in learning process. Before the class ended, the students were asked to review the expressions they learned from the first meeting. When the bell rang, the meeting was closed by praying and greeting.)

FIELD NOTE 7

Date : August 28th, 2013

Time : 11.00

Place : Classroom

Pertemuan pertama pada cycle kedua dilaksanakan pada tanggal 28 Agustus 2013. Topik di pertemuan ini adalah asking opinions. Ketika peneliti dan guru akan masuk ke kelas, peneliti melihat ada beberapa anak yang sedang duduk di luar kelas. Terdengar ada seorang anak yang mengajak temannya untuk masuk ke kelas karena mereka pikir mereka akan menonton video klip lagi. Anak itu mengatakan, "Ayo masuk kelas, kita mau nonton video klip lagi"

(The first meeting of second cycle was conducted on August 28, 2013. The topic in this meeting was *asking opinions*. **When the researcher and the teacher would come to the classroom, they saw some students sitting outside of the classroom. There were a student asked his friends to enter the classroom because they thought that they would watch the video clips again.** He said, "Ayo masuk kelas, kito nak nonton video klip lagi.")

Peneliti memutar video klip yang berisi tentang ungkapan asking for opinions. Semua siswa menonton dengan seksama video klip yang sedang diputar. Siswa lebih percaya diri untuk berbicara bahasa Inggris. Ketika peneliti meminta mereka untuk mengidentifikasi ungkapan-ungkapan tersebut, mereka mampu menyebutkan setiap ungkapan secara bersama dengan suara lantang dan benar.

(The researcher played the video clip containing the expressions of asking for opinions. All of the students watched the video clip seriously. The students were more confident to speak in English. **When the researcher asked them to identify the expressions which are in the video clip, they were able to pronounce the expressions together loudly dan correctly.**)

Sebelum kelas berakhir, peneliti mengulang kembali ungkapan yang telah dipelajari dan bertanya kepada siswa, "What do you think about the lesson? Is it difficult?" Banyak siswa menjawab, "No sir, besok lagi ya." Siswa mempunyai motivasi yang tinggi untuk belajar bahasa Inggris.

(Before the class ended, the researcher reviewed the expressions and asked a question to the students, **"What do you think about the lesson? Is it difficult?" Some students answered, "No sir, besok lagi ya."** The students had high motivation to learn English.)

FIELD NOTE 8

Date : September 2nd, 2013

Time : 11.00

Place : Classroom

Pertemuan kedua di cycle kedua pada tanggal 2 September, 2013. Itu adalah pertemuan terakhir dalam penelitian. Peneliti masuk ke kelas lalu memberi salam. Mereka menjawab salam dengan keras dan antusias. Sebelum memulai pelajaran, peneliti mengajak untuk berdoa bersama terlebih dahulu. Setelah selesai peneliti mengecek kehadiran siswa dan memberitahu tujuan dari pelajaran hari itu.

(The second meeting of second cycle was conducted on September 2, 2013. It was the last meeting in this research. The researcher entered the classroom and then greeted the students. The students answered the greeting loudly and enthusiastically. Before started the lesson, the students were asked to pray together first. After that, the researcher checked the students' attendance using English. The purpose of the lesson also were informed to the students.)

Video klip yang berbeda diputar dan siswa diminta untuk mengidentifikasi ungkapan yang terdapat dalam video. Mereka secara spontan langsung ikut mengucapkan ungkapan ketika siswa mendengar ungkapan tersebut. Setelah itu peneliti bertanya, Siapa yang bisa menyebutkan ungkapan dan respon yang ada di dalam video klip tadi?" Ada sekitar 20 dari 36 siswa tunjuk tangan untuk menjawab pertanyaan. Siswa dapat menjawab pertanyaan dengan percaya diri.

(The different video clip were played and then the students were asked to identify the expressions and the responses which are in the video clip. **They pronounced the expressions spontaneously when they heard the expressions.** After that, the researcher asked, "Siapa yang bisa menyebutkan ungkapan dan respon yang ada di dalam video klip tadi?" **There were about twenty of thirty six students raised their hands up to answer the question.** The students could answer the questions confidently.)

Kebanyakan siswa tidak dapat mengucapkan 'think', 'awful', 'opinion', 'believe', dan 'nice' dengan benar. Setelah mereka menonton video klip yang berisi kata-kata tersebut, siswa dapat mengucapkan kata-kata itu dengan benar. Peneliti juga membantu siswa dan menunjukan transkrip pengucapan kepada siswa melalui LCD.

(**Most of the students could not pronounce 'think', 'awful', 'opinion', 'believe', and 'nice' correctly.** After they watched the video clips which contained those words, **the students could pronounce the words correctly.** The researcher also helped them and showed the pronunciation transcripts by LCD.)

FIELD NOTE 9

Date : September 4th, 2013

Time : 11.00

Place : Classroom

Post-test dilaksanakan oleh peneliti dan guru pada tanggal 4 September 2013. Pada awalnya peneliti membuat enam kelompok. Peraturannya sama seperti pre-test. Mereka diberikan sebuah situasi dan diminta untuk melakukan role-play sesuai dengan situasi yang diberikan dengan menggunakan ungkapan yang tepat dan benar.

(Post-test was conducted by the researcher and the teacher on September 4, 2013. Firstly, the class divided into six groups. The rules was same with the pre-test. They were given a situation and were asked to do the role-play based on the situations given by using the correct expressions.)

Dari refleksi dan tes yang dilakukan dapat disimpulkan bahwa para siswa memperlihatkan peningkatan kemampuan mereka dalam menyampaikan sesuatu atau berbicara bahasa Inggris. Mereka tidak begitu gugup ketika mereka diminta untuk berbicara dengan bahasa Inggris. Meski masih ada beberapa siswa yang masih kesulitan untuk berbicara lancar. Mereka terlihat lebih percaya diri daripada sebelumnya. Setelah itu peneliti dan guru mendiskusikan kembali tentang hasilnya. Ketika jam pelajaran juga sudah habis, peneliti menutupnya dengan mengucapkan salam perpisahan dan sangat berterima kasih kepada guru dan siswa karena telah sangat membantu jalannya penelitian.

(From the reflections and the tests conducted, it can be concluded that the students had the improvement in delivering something or speaking English. They were not so nervous when they were asked to speak in English. However, there were some students who find difficult to speak fluently. They looked more confident than before. After that, the researcher discussed the post-test result with the teacher. When the class ended, the researcher closed the meeting by saying farewell adress and thanking to the teacher and the students who really helped him in the research.)

APPENDIX B

Interview Guidelines

INTERVIEW GUIDELINES 1

Reconnaissance Step

For the teacher

1. *Bagaimana pembelajaran bahasa Inggris di sekolah ini?*
(What about the English learning process in this school?)
2. *Bagaimana biasanya mengajar bahasa Inggris di kelas?*
(What about the English teaching in the classroom?)
3. *Apa saja media yang ibu gunakan dalam proses belajar mengajar bahasa Inggris?*
(What media do you use in the English teaching and learning process?)
4. *Diantara speaking, reading, writing dan listening yang mana yang paling sering diajarkan di kelas?*
(Among the writing, reading, listening, and speaking, what is often being taught in the class?)
5. *Bagaimana tentang pengajaran speaking dan kemampuan speaking siswa?*
(What about the teaching of speaking and the students' speaking skills?)

For the students

1. *Apakah Anda suka dengan pelajaran bahasa Inggris? Alasan.*
(Do you like English lesson? Reason.)
2. *Kompetensi bahasa Inggris itu mencakup mendengarkan, berbicara, membaca, dan menulis. Yang mana yang paling sering diajarkan?*
(English competency covers the skills of listening, speaking, reading, and writing. Which one is taught of the most?)
3. *Kalau menurut Anda, speaking itu susah tidak? Alasan.*
(Do you think that speaking is difficult? Reason.)
4. *Apakah guru pernah menggunakan media seperti video klip, film, atau lagu untuk mengajar?*
(Does your teacher ever use the media such as video clips, movies, or songs to teach?)
5. *Apa harapan Anda untuk proses pembelajaran bahasa Inggris di kelas, khususnya speaking?*
(What do you expect from the English teaching and learning processes, especially in speaking?)

INTERVIEW GUIDELINES 2

Reflection Step Cycle I

For the teacher

1. *Bagaimana menurut Anda proses pembelajaran yang telah dilakukan oleh peneliti? (Di setiap pertemuan pada Cycle I)*
(What do you think about the teaching and learning processes have been done by the researcher?) (In every meeting in Cycle I)
2. *Adakah kekurangan-kekurangan yang terdapat dalam proses pembelajaran yang dilakukan oleh peneliti? Kalau ada, solusi apakah yang dapat diterapkan untuk mengatasi kekurangan tersebut?*
(Are there any weaknesses in the teaching and learning processes? What are the solutions which can be applied to solve the weaknesses?)
3. *Bagaimana pembelajaran dengan menggunakan video klip, communicative activities, dan classroom English yang diterapkan oleh peneliti?*
(What about the teaching and learning processes using video clips, communicative activities, and classroom English applied?)
4. *Menurut pendapat ibu apakah saya masih harus melanjutkan ke cycle berikutnya?*
(Do you think that I have to continue to the next cycle?)

For the students

1. *Bagaimana menurut Anda pembelajaran dengan menggunakan video klip?*
(What do you think about the learning process using video clips?)
2. *Bagaimana dengan aktivitas yang diberikan pada setiap pertemuan?*
(What about the activities given in every meeting?)
3. *Apakah video klip yang digunakan menarik dan mudah dipahami?*
(Are the video clips interesting and easy to be understood?)
4. *Apakah Anda sudah terbiasa dengan Classroom English?*
(Have you been familiar with the Classroom English?)

INTERVIEW GUIDELINES 3

Reflection Step Cycle II

For the teacher

1. *Bagaimana menurut Anda proses pembelajaran yang telah dilakukan oleh peneliti di setiap pertemuan pada Cycle II?*
(What do you think about the teaching and learning processes have been done by the researcher?) (In every meeting in Cycle I)
2. *Adakah kekurangan-kekurangan yang terdapat dalam proses pembelajaran yang dilakukan oleh peneliti?*
(Are there any weaknesses in the teaching and learning processes?)
3. *Bagaimana dengan penggunaan video, classroom English, serta communicative activities yang diterapkan oleh peneliti pada Cycle II?*
(What about the teaching and learning processes using video clips, communicative activities, and classroom English applied in the Cycle II?)
4. *Apakah kekurangan-kekurangan yang terdapat di Cycle I sudah dapat diatasi di Cycle II?*
(Are the problems in Cycle I were all well-solved in Cycle II?)

For the students

1. *Bagaimana proses pembelajaran bahasa Inggris yang telah dilakukan?*
(What about the English teaching and learning processes done?)
2. *Bagaimana menurut Anda dengan aktivitas yang diberikan pada proses pembelajaran?*
(What do you think about the activities given in the teaching and learning processes?)
3. *Apakah video klip yang digunakan menarik dan mudah dipahami?*
(Are the video clips interesting and easy to be understood?)
4. *Apakah Anda sudah terbiasa dengan Classroom English?*
(Have you been familiar with the Classroom English?)

APPENDIX C

Interview Transcripts

Interview 1

Date : July 26th, 2013

Time : 09.00

R : Researcher

H : Headmaster

T : Teacher

H: *"Mari mas silahkan, apa yang bisa saya bantu?"*

(Come in, please. Can I help you?)

R: *"Selamat pagi bu maaf mengganggu, saya mahasiswa pendidikan bahasa Inggris dari UNY. Saya ingin meminta izin untuk melakukan penelitian skripsi di sekolah ini."*

(Good morning ma'am. I am a student of English Education Department in Yogyakarta State University. I want to ask for permission to do the research in this school.)

H: *"Oke, lalu apa yang akan dilakukan sekarang?"*

(OK, then what do you want to do now?)

R: *"Pertama-tama saya akan melakukan observasi pada kegiatan belajar mengajar bahasa Inggris di kelas, lalu selanjutnya saya akan mengajarkan mereka menggunakan video klip."*

(First, I will conduct an observation in the teaching and learning process in the classroom, then I will teach the students using the video clips.)

H: *"Baiklah kalau begitu, tunggu sebentar ya ibu panggilkan dulu guru untuk membantu kamu."*

(Fine. wait for a moment please, I will call a teacher to help you.)

.....
T: *"Bagaimana mas, ada yang bisa saya bantu?"*

(What can I do for you?)

R: *"Saya akan melakukan penelitian di kelas VIII menggunakan media video klip bu, tapi saya akan melakukan observasi dulu."*

(I will conduct research in grade eight using video clips ma'am, but I will conduct an observation first.)

T: *"Untuk kelas 8 pelajaran bahasa Inggris itu hari senin dan rabu. Tapi minggu depan kan sudah mau libur sebelum lebaran. Masuknya nanti tanggal 12 Agustus dan itu hari senin, jadi mas bisa langsung observasi saja hari itu."*

(The English lesson in grade eight is on monday and wednesday. But next week is Lebaran holiday, the teaching and learning process will start on Monday, 12 August. So you can conduct an observation in that day.)

R: *"Nggak apa-apa bu, terima kasih banyak bu atas bantuannya."*

(Never mind ma'am, thank you for your help.)

T: *"Iya, sama-sama mas."*

(You are welcome.)

Interview 2

Date : August 12th, 2013

Time : 09.00

R : Researcher

T : Teacher

R: *"Bu, bagaimana menurut ibu tentang pembelajaran bahasa Inggris di sekolah ini khususnya kelas VIII?"*

(Ma'am, what do you think about the English teaching and learning process in this school especially in grade VIII?)

T: *"Anak-anak cenderung tidak bersemangat, kurang motivasi dan partisipasi ketika belajar bahasa Inggris. Mereka sering terlihat mengantuk dan bosan."*

(The students tend to have low spirit, motivation, and participation when they learn English. They often looked sleepy and bored.)

R: *"Apa saja media yang ibu gunakan dalam proses belajar mengajar bahasa Inggris di kelas VIII A?"*

(What media do you use in English teaching and learning process in grade VIII A?)

T: *"Saya selalu menggunakan LKS di proses belajar mengajar karena di dalam LKS terdapat penjelasan dan latihan untuk siswa. Terkadang, saya juga menggunakan buku cetak."*

(I always uses LKS in the teaching and learning process because there are explanations and exercises for the students. Sometimes, I also uses the textbook.)

Interview 3

Date : August 12th, 2013

Time : 13.00

R : Researcher

S1 : Student (Regina)

R : *"Permisi dik, saya ingin bertanya tentang pembelajaran bahasa Inggris di sini. Kamu suka pelajaran bahasa Inggris gak?"*

(Excuse me, I want to ask about English learning here. Do you like the English lesson?)

S1 : *"Nggak suka, soalnya bahasa Inggris itu susah".*

(No, I do not like because English is difficult.)

R : *"Kompetensi bahasa Inggris kan mencakup mendengarkan, berbicara, membaca, dan menulis. Yang mana yang paling sering diajarkan?"*

(English competency covers the skills of listening, speaking, reading, and writing. Which one is taught of the most?)

S1 : *"Menulis dan membaca."*

(Reading and writing.)

- R : “*Emm, menurut kamu dari writing, listening, reading dan speaking yang paling sulit yang mana?*”
 (Emmm.. Which one do you think that is difficult, writing, listening, reading or speaking?)
- S1 : Speaking.
- R : “*Kenapa emangnya?*”
 (Why?)
- S1 : “*Takut salah aja mas kalau mau ngomong, nggak tau artinya juga.*”
 (I am afraid making mistakes and I also do not know the meaning.)

Interview 4

Date : August 12th, 2013

Time : 13.20

R : Researcher

S2 : Student (Meta)

- R : “*Meta, maaf saya boleh minta waktunya sebentar mau nanya-nanya?*”
 (Meta, may I have your little time for interview?)
- S2 : “*Oh iya boleh mas silahkan.*”
 (Yes, please.)
- R : “*Suka sama pelajaran bahasa Inggris gak?*”
 (Do you like the English lesson?)
- S2 : “*Suka mas tapi saya gak ngerti karena tidak terbiasa dengan bahasa Inggris. Di kelas bahasa Inggris, kita juga sering disuruh ngerjain LKS, latihan-latihan gitu.*”
 (I like it but I cannot understand because I am not familiar with English. In the English class, we are often asked to do some exercises in the LKS.)
- R : “*Speaking itu susah gak?*”
 (Is speaking difficult?)
- S2 : “*Iya, susah mas.*”
 (Yes, speaking is difficult.)
- R : “*Terus pengennya belajar bahasa inggris khususnya speaking yang bagaimana?*”
 (Then, what do you want from learning English especially speaking?)
- S2 : “*Kami dikasih kesempatan untuk berbicara lebih banyak di dalam kelas dan diberikan contoh yang lebih real.*”
 (We can have the chance to speak more in classroom and be given the real example.)
- R : “*Oh iya, terimakasih ya.*”
 (Ok, thank you.)

Interview 5

Date : August 12th, 2013

Time : 13.40

R : Researcher

S3 : Student (Ulfa)

S4 : Student (Sundari)

SS : Students

S5 : Student (Syifa)

S6 : Student (Ummi)

S7 : Student (Ahmad)

R : *"Kalian suka gak sama pelajaran bahasa Inggris?"*

(Do you like English lesson?)

S3 : *"Enggak mas, lebih suka sama bahasa Indonesia, hehe."*

I do not like English lesson. I like Indonesian lesson.)

R : *"Oh begitu ya, kalo Syifa?"*

(What about you, Syifa?)

S5 : *"Dikit sih mas, karena cuma disuruh dengerin guru jelasin dan ngerjain latihan di LKS."*

(I don't really like it because we are often asked to hear the teacher's explanation and do the exercises in the LKS only.

R : *"Hmmm.. kalo Ummi?"*

(What about you, Ummi?)

S6 : *"Sama sih kayak Syifa mas, suka denger-denger lagu bahasa Inggris gitu, tapi ga tau artinya, haha."*

(Same with Syifa, I like to listen to the English song, but I do not know the meaning.)

R : *"Terus gimana kalo kamu, siapa namanya saya lupa?"*

(What about you? I am sorry I forget your name.)

S4 : *"Sundari mas. Kalo saya sih suka mas, tapi kita jarang dikasih kesempatan untuk berbicara bahasa Inggris banyak di kelas."*

(My name is Sundari. I like the English lesson, but we are not given the sufficient opportunities in the classroom.)

R : *"Apakah guru pernah pake media video, film, atau lagu untuk mengajar?"*

(Does your teacher ever use videos, movies, or songs as media to teach?)

S5 : *"Tidak pernah, hanya menggunakan LKS atau buku cetak."*

(Never, our teacher only uses LKS or textbook.)

R : *"Apakah cuma guru yang selalu jadi model dalam mengucapkan kata-kata, kalimat, atau mempraktekan sebuah percakapan?"*

(Does your teacher always become a model in pronouncing words, sentences or practiced a conversation?)

SS : *"Iyaaaa mas."*

(Yes.)

R : *"Oh gitu ya, baiklah. Terimakasih ya."*

(Ok fine, thank you.)

.....

- R : *"Ahmad suka bahasa Inggris nggak?"*
(Ahmad, do you like English lesson?)
- S7 : *"Nggak suka mas, susah soalnya."*
(I do not like the English lesson because it is difficult.)
- R : *"Susahnya kenapa?"*
(Why?)
- S7 : *"Takut salah dan diketawain temen biasanya, haha."*
(I am afraid of making mistakes and was laughed by my friends.)
- R : *"Terima kasih ya Ahmad."*
(Thank you, Ahmad.)

Interview 6

Date : August 13th, 2013

Time : 09.30

R : Researcher

S8 : Student (Dona)

- R : *"Suka sama pelajaran bahasa Inggris nggak?"*
(Do you like the English lesson?)
- S8 : *"Suka sih sebenarnya, Mas."*
(I actually like it.)
- R : *"Kok gitu kenapa?"*
(Why?)
- S8 : *"Ya begitu-begitu aja belajarnya di kelas, LKS terus."*
(There is a monotonous teaching of English in the class, always using LKS.)
- R : *"Kalau diantara writing, reading, listening sama speaking yang sering diajarin di kelas yang mana?"*
(Among the writing, reading, listening, and speaking, what is often being taught in the class?)
- S8 : *"Reading sama writing Mas."*
(Reading and writing.)
- R : *"Bagaimana pembelajaran bahasa Inggris di kelas khususnya speaking?"*
(What do you think about the English learning processes in the classroom, especially speaking?)
- S8 : *"Setiap pelajaran bahasa Inggris itu ngantuk dan bosan. Kita jarang belajar speaking jadi kurang dapet kesempatan untuk latihan ngomong."*
(We always feel sleepy and bored in the teaching and learning processes. We rarely have speaking activity so we do not have sufficient opportunities to speak English.)
- R : *"Oh begitu ya, baiklah. Makasih ya Dona."*
(Well, ok, Thanks Dona.)
- S8 : *"Sama-sama, Mas."*
(You're welcome.)

Interview 7

Date : August 13th, 2013

Time : 09.35

R : Researcher

S9 : Student (Corin)

S10 : Student (Destri)

S11 : Student (Ningrum)

S12 : Student (Selvi)

R : *"Pada suka pelajaran bahasa Inggris nggak nih? Gantian ya jawabnya, harus jawab semua loh. Siapa yang mau duluan?"*

(Do you like the English lesson? Please, answer one by one.)

S12: *"Suka, Mas..sukaaa.. Tapi kadang nggak tau cara ngucapinnya yang bener aja."*

(I like it, but sometimes I don't know how to say the words correctly.)

S9 : *"Kalo aku sih nggak terlalu mas, soalnya sering salah ngomongnya, jadi malu."*

(I don't really like it, because I often incorrect to speak English. It make me shy.)

S10: *"Bahasa Inggris ya? Nggak begitu suka sih, banyak yang nggak ngerti artinya. Susaaaaah."*

(English? I don't really like it, I don't understand the meaning. It is difficult I think.)

S11: *"Sama, Mas. Membosankan juga pelajarannya di kelas, kalau nggak disuruh baca di LKS, ya disuruh ngerjain latihan yang ada disitu."*

(So do I. I think the lesson in the class is boring. We just read or do the task in the LKS.)

R : *"Oh begitu yaa.. Terus menurut kalian dari speaking, reading, writing dan listening yang paling susah yang mana?"*

(Well, so, what is the difficult skill among the speaking, reading, writing, and listening?)

S12: *"Speaking."*

S9 : *"Listening juga kok."*

(Also listening.)

R : *"Hmm.. Itu karena apa ya?"*

(What is the reason?)

S10: *"Ya mungkin karena kita jarang ngeliat atau denger bahasa Inggris. Waktu pelajaran bahasa Inggris juga kita cuma denger dari guru."*

(It is maybe because we seldom to see or hear the English from the native speakers of English. In the class, we only hear English from the teacher.)

S11: *"Di kelas juga lebih sering membaca dan menulis mas kalo pelajaran bahasa Inggris."*

(In the class, we often to read and write in the English teaching and learning processes.)

Interview 8

Date : August 13th, 2013

Time : 10.00

R : Researcher

ET : English Teacher

R : *"Bu, saya mau tanya, diantara speaking, reading, writing dan listening yang paling sering diajarin yang mana?"*

(Among the speaking, reading, writing, and listening, what skill that you often teach in the class?)

ET : *"Reading sama writing mas. Ya mengingat keterbatasan media. Sekolah ini baru tahun ajaran ini mempunyai ruang multimedia untuk listening atau speaking, dan itupun sampe sekarang belum bisa digunakan secara maksimal."*

(Reading and writing. I consider the available of the media. The school has the multimedia room for listening or speaking in this year, and the room cannot be used yet.)

R : *"Terus bagaimana tentang pengajaran speaking dan kemampuan speaking siswa?"*

(Then, what about the teaching of speaking and the students' speaking skills?)

ET : *"Siswa mempunyai motivasi yang rendah untuk berbicara bahasa Inggris di dalam kelas. Ada beberapa faktor yang menyebabkan itu, siswa kurang percaya diri, rendahnya motivasi siswa, dan media yang terbatas. Saya tidak bisa menampilkan video, gambar, atau film karena belum ada LCD di kelas, jadi harus pake LCD portable kalo mau nampilin video."*

(The students had low motivation to speak English in the classroom. There were some factors caused students to have low speaking skills; the lack of students' self-confidence, students' low motivation, the limited media. I could not show videos, movies, or pictures because the LCD was not available yet in classroom, so I had to use the portable LCD to show the videos.)

R : *"Oke bu kalo begitu. Ini penelitian saya kan untuk meningkatkan speaking siswa bu, apakah ibu ada saran sebagai guru pembimbing dan juga guru bahasa Inggris dari kelas yang akan saya teliti?"*

(Ok. My research objective is to improve the students' speaking skills, do you have any suggestions for me as my consultant and the English teacher in the class that I will teach?)

ET : *"Ya saya rasa bagus kamu mau meneliti speaking siswa kelas VIII. Semoga benar-benar bisa meningkatkan kemampuan mereka. Saya setuju untuk menggunakan video dalam pembelajaran speaking karena memang video itu menarik bagi siswa."*

(Yes, I think it's good because you want to do your research in class VIII. I hope that it can really improve their skills. I agree with you to use the videos in the teaching of speaking because the videos are interesting for the students.)

R : *"Baiklah bu. Terimakasih ya, Bu."*
(Ok, Ma'am. Thank you.)
ET : *"Iya, Mas."*
(You're welcome.)

Interview 9

Date : August 20th, 2013

Time : 09.30

R : Researcher

S13 : Student (Ayu)

S15 : Student (Novi)

S14 : Student (Riki)

SS : Students

R : *"Gimana kemaren pelajaran bahasa Inggrisnya pake video klip?"*
(How about the English class using video clips yesterday?)
S13: *"Seneng banget, menarik juga permainannya."*
(I really like that. The game is also interesting.)
S14: *"Seruuuuu gamesnya."*
(The game was very interesting.)
R : *"Menarik nggak kalo belajar bahasa Inggris menggunakan video dan permainan gitu?"*
(Do you think the English learning using video clips is interesting?)
S15: *"Menarik banget, jadi nggak ngantuk dan bosen. Kita jadi tambah semangat dan tertarik dengan pelajarannya."*
(English learning using video clips is very interesting. We will not sleepy and bored. We will be highly motivated and interested in the learning process.)
S13: *"Yes, Sir. Kita jadi tambah semangat dan tertarik dengan pelajarannya."*
(Yes, Sir. We are motivated and interested in the learning processes.)
R : *"Really?"*
S13: *"Yes, sure."*
R : *"Oh, thank you."*
S13: *"You are welcome, Sir."*

Interview 10

Date : August 20th, 2013

Time : 09.40

R : Researcher

S16 : Student (Dandri)

S17 : Student (Harvi)

S18 : Student (Ahmad)

R : *"Heii, lagi pada ngapain nih? Gimana kemaren pelajaran bahasa Inggrisnya?"*
(Hi, what are you doing? How about the lesson yesterday?)

S17: *"Yahuuuud, Sir.. Nggak pernah pake video atau LCD gitu buat belajar bahasa Inggris."*

(That's amazing, Sir. We never used the video or the LCD in learning English.)

S18: *"Jadi semangat buat belajarnya, Sir, bisa lihat bule' bule' yang langsung ngomong pake bahasa Inggris, bukan cuma dengerin ceramah panjang lebar aja, hehe."*

(We were motivated to learn, Sir. We can see the native speakers of English said the expression, not only having the presentation class.)

S16: *"Iyaa, videonya kemaren juga lucu, Sir. Bisa belajar sambil ketawa, nggak ngebosenin lah pokoknya, Sir."*

(Yes. The videos were also funny. We could learn and also laugh, it did not make us getting bored.)

R : *"Terus kalo gamenya gimana?"*

(How about the game?)

S17: *"Seruuu Sir. Tapi waktunya cepet banget habis, masih pengen maen tapi sudah habis."*

(It was very interesting. However, the times went so fast, we still wanted to play the game, but the time was over.)

R : *"Oh begitu ya, makasih ya atas waktunya."*

(Well, thanks for the time anyway.)

Interview 11

Date : August 20th, 2013

Time : 10.00

R : Researcher

ET : English Teacher

R : *"Selamat pagi, Bu. Nggak lagi sibuk kan?"*

(Good morning, Ma'am. Do you have time?)

ET : *"Pagi, Mas. Nggak kok, gimana gimana?"*

(Good morning. Yes, what can I do for you?)

R : *"Kemaren gimana Bu pertemuan pertamanya menurut ibu?"*

(What do you think about the first meeting, Ma'am?)

ET : *"Saya sangat appreciate dan terima kasih sebelumnya, melihat anak-anak seperti kemaren memang sepertinya peran media sangat membantu untuk menguatkan motivasi, antusias dan partisipasi mereka."*

(I was so appreciating you, and thank to you. I saw that the media played an important role in improving the students' motivation and participation.)

R : *"Iya, Bu saya juga setuju. Untuk speaking nya sendiri bagaimana ya, Bu? Apakah masih ada kekurangan?"*

(Yes, I agree. How about the speaking itself? Is there any problem?)

ET : *"Pengucapannya masih banyak yang salah dan mereka masih terlihat takut salah gitu."*

(Some students still pronounced the words incorrectly and they were afraid to make some mistakes.)

R : *"Iya Bu, tetapi untuk permulaan itu sesuatu yang wajar kan Bu?"*

(Yes, Ma'am. However, It was ok for the first meeting, right?)

ET : *"Tapi memang bagus, anak-anak saling mengingatkan jika ada yang mengulangi ungkapannya dan membetulkan kata-kata yang kurang tepat."*

(Yes. It was great. The students told each other if there were some students who said the same expression and corrected the words which were incorrect.)

R : *"Untuk videonya sendiri bagaimana Bu?"*

(How about the video?)

ET : *"Bagus kok, pas sekali untuk siswa kelas VIII, lucu dan pengucapannya tidak terlalu cepat dan panjang. Konteksnya juga masih seperti kehidupan sehari-hari."*

(It's good. It's suitable for the students of class VIII. The videos were funny, and the expression were not too fast and long. The context was still about the daily activities.)

R : *"Baik Bu, kalau begitu saya akan mempersiapkan untuk materi pertemuan selanjutnya."*

(Well, I have to prepare the materials for the next meetings.)

Interview 12

Date : August 26th, 2013

Time : 13.00

R : Researcher

S2 : Student (Meta)

S19 : Student (Dwike)

S8 : Student (Dona)

SS : Students

R : *"Gimana menurutmu tadi pelajaran bahasa Inggrisnya?"*

(What do you think about the English class?)

S8 : *"Amazing sir. Walaupun aktifitasnya sama kayak kemaren-kemaren tapi kan situasi yang ada di kartu tetep beda. Ungkapan-ungkapan yang harus dipake juga beda."*

(It is amazing sir. We have the different situations in the cards, although the activity is same with the previous meeting. The expressions used are also different from the previous meeting.)

S2 : *"Ungkapan-ungkapan yang harus dipake juga beda."*

(The expressions used were also different.)

S19: *"Tapi tadi videonya cepet banget sir, coba agak panjang gitu."*

(However, the videos were too short in length, how about having the longer one?)

R : *"Terus suka nggak kamu belajar bahasa Inggris pake video klip?"*

(Then, do you like learning English using video clips?)

S8 : *"Suka sir. Jadi tahu sekarang cara ngucapin ekspresinya yang bener gimana, terus jadi tahu juga intonasinya gimana, menyenangkan lah pokoknya sir."*

(Yes, I like it sir. So, now I know how to pronounce the expressions and the correct intonation. It is very interesting.)

S2 : *"Jadi agak lebih PD sih sekarang kalo ngomong bahasa Inggris walaupun mungkin salah cara ngucapinnya, hehe."*

(I am confident enough now to speak English, although maybe there were still some mistakes in the pronunciation.)

Interview 13

Date : August 26th, 2013

Time : 13.30

R : Researcher

ET : English Teacher

R : *"Selamat siang Bu."*

(Good afternoon, Ma'am.)

ET : *"Iya, selamat siang."*

(Yes, good afternoon.)

R : *"Bagaimana dengan pembelajaran dengan menggunakan video, communicative activities, dan classroom English di setiap pertemuan kemarin Bu?"*

(What do you think about the teaching and learning process using video clips, communicative activities, and classroom English?)

ET : *"Banyak peningkatannya kalau saya lihat setelah menggunakan video. Anak-anak semakin semangat untuk belajar dan melakukan aktifitas yang diberikan dan speakingnya juga sudah mulai baik. Tetapi masih terdapat beberapa siswa yang masih kurang percaya diri dan tidak banyak berpartisipasi dalam proses pembelajaran."*

(There are many improvements after using the video clips. The students are motivated to learn and do the activity given. Their speaking are also getting better. However, there are still some students who are unconfident to speak and have low participations in the teaching and learning process.)

R : *"Apa saja kekurangan dalam proses pembelajaran kemarin Bu?"*

(What are the weaknesses in the teacher and learning process?)

ET : *"Pada pertemuan pertama suara dari video klipnya kurang jelas jadi anak-anak yang dibelakang kurang jelas dengernya. Di pertemuan kedua, video klipnya terlalu panjang jadi siswa ada yang kehilangan perhatiannya. Tapi di pertemuan berikutnya itu sudah tidak terjadi lagi kok."*

(In the first meeting, the students in the back were not able to listen to the video clip clearly because the video clip had low sound. In the second meeting, the length of video clip was too long, so there were some

students who lost their attention to the video clips. However, those were not happened again in the next meetings.)

R : *"Oh begitu ya bu. Menurut pendapat ibu apakah saya masih harus melanjutkan ke cycle berikutnya?"*

(Well, do you think that I have to continue to the next cycle?)"

ET : *"Bagaimana kalau dikasih 1 atau 2 meeting lagi di Cycle 2 untuk melihat apakah action yang dilakukan bisa lebih meningkatkan lagi kemampuan berbicara siswa."*

(Yes. How about having one or two meetings again for Cycle 2 to see whether the actions implemented can improve the students' speaking skills again?)

R : *"Baiklah kalau begitu Bu."*

(Ok, I'll do that, Ma'am.)

ET : *"Iya mas, wah sudah bel itu, saya masuk kelas dulu ya, ada kelas bimbel siang nih."*

(Ok, the bell is ringing. I have to teach in my class,)

R : *"Iya Bu, terimakasih banyak ya Bu."*

(It's ok Ma'am. Thank you.)

Interview 14

Date : September 2nd, 2013

Time : 13.15

R : Researcher

S20 : Student (Windy)

R : *"Hallo..Gimana menurutmu tadi pelajaran bahasa Inggrisnya?"*

(Hallo..What do you think about the English class?)

S20: *"Ya menarik sir. Jadi pengen belajar bahasa Inggris terus deh kalo pake video belajarnya."*

(It was interesting sir. If the learning process uses the video clips, I want to learn English every time.)

R : *"Gimana sama aktifitasnya, kan beda dari yang kemaren itu?"*

(How about the activity which different from the previous meeting?)

S20: *"Menarik juga sir, jadi bisa survey sama semua temen satu kelas."*

(It was also interesting activity sir. So, I can survey all of my friends in the classroom.)

R : *"Apakah kamu sudah terbiasa dengan Classroom English?"*

(Were you familiar with the classroom English?)

S20: *"Iya sir. Sekarang kita sudah terbiasa untuk berbicara bahasa Inggris ketika pelajarannya."*

(Yes sir. We were accustomed to speak in English when the English class going on.)

Interview 15

Date : September 2nd, 2013

Time : 13.30

R : Researcher

ET : English Teacher

R : *"Good afternoon, ma'am."*

ET : *"Good afternoon."*

R : *"Gimana menurut Ibu setelah dua pertemuan di Cycle 2?"*

((What do you think about the two previous meetings in the Cycle II?))

ET : *"Ya sudah banyak peningkatan saya rasa, terutama di speaking mereka. Mereka jadi lebih termotivasi untuk belajar, jadi lebih semangat, lebih percaya diri juga buat ngomong, dan lebih banyak berpartisipasi dalam pembelajaran. Pronunciation mereka juga lebih baik dari sebelumnya."*

(I think there are many improvements especially in students' speaking skills. They have high motivation and enthusiastic to learn English. They are more confident to speak English and have high participations in the learning processs. Their pronunciation is also better from before.)

R : *"Bagaimana dengan penggunaan video klip yang diterapkan pada cycle II?"*

(How about the use of video clips which applied in the Cycle II ?)

ET : *"Sudah sangat baik saya pikir, video klip yang dipakai sesuai sama kemampuan siswanya, suaranya sudah jelas, dan panjang videonya juga sudah efektif. Anak-anak sangat menikmati aktifitas pembelajaran, mereka sangat tertarik dengan kegiatan yang diberikan kepada mereka."*

(I think it was excellent. The video clips used were suitable for the students' ability. The sound of video clips was clear and the length of video clips was effective. The students really enjoyed the learning activity and really interested in doing the activities given.)

R : *"Apakah kekurangan-kekurangan yang terdapat di Cycle I sudah dapat diatasi di Cycle II?"*

(Are the problems in Cycle I were all well-solved in Cycle II?)

ET : *"Saya pikir sudah ada peningkatan dari kemampuan berbicara mereka setelah Cycle II dilakukan."*

(I think there were some improvements of the students' speaking skills after the implementation of Cycle II.)

R : *"Iya bu. Terimakasih ya bu atas bantuannya."*

(Well, thank you for your help Ma'am.)

ET : *"Iya mas, sebentar ya saya mau makan siang dulu ini sebelum ngajar bimbel."*

(You're welcome. I'm sorry; I have to have my lunch before I teach for extra lesson.)

R : *"Oh iya bu, maaf mengganggu. Selamat makan siang."*

(Ok Ma'am. I'm sorry for bothering you.)

Interview 16

Date : September 5th, 2013

Time : 09.30

R : Researcher

H : Headmaster

R : *"Selamat siang bu, maaf saya mengganggu."*

(Good afternoon Ma'am, I'm sorry if I bother you.)

H : *"Oh ya mas. Mari masuk dulu. Gimana hasil penelitiannya, sudah selesai mas?"*

(It's ok, come in. How about your research? Have you finished it?)

R : *"Sudah bu alhamdulillah. Iya perkembangannya bagus, bu. Mulai dari keaktifan siswa sampai pada keterlibatan, motivasi, dan khususnya kemampuan berbicara siswa-siswa semakin meningkat."*

(I have done it. The improvement was great, Ma'am. The students' involvement, the participation, motivation, and also the speaking ability were improved.)

H : *"Kalau hasilnya bagus kan berarti bisa diterapkan untuk ke depannya mas bahkan mungkin juga bisa digunakan oleh Bapak-Ibu Guru yang lain. Yang pasti kalau untuk kebaikan dan kemajuan anak-anak, saya selalu mendukung mas."*

(If the result was great, it means that the teacher can also apply the technique. I will always support if it is for the students' improvement.)

R : *"Iya bu, terima kasih atas bantuan dan dukungannya."*

(Yes, Ma'am. Thank you for your help and support.)

H : *"Ya mas, sama-sama. Semoga bermanfaat dan bisa menjadi pembelajaran yang baik selama melakukan penelitian disini."*

(You're welcome. Hopefully, it will be useful and can be a good lesson for you when you were doing your research here.)

APPENDIX D

Observation Sheets

Observation Sheet 1

Date : August 14th, 2013
 Meeting : 1
 Cycle : 1

No.	Observation Item	Yes	No	Comment
A.	Opening Activities 1. The researcher greets the students, and asks students' condition. 2. The students respond to the greeting and tell their condition to the teacher. 3. The researcher asks one of students to lead the prayer. 4. The researcher checks the attendance. 5. The researcher reviews the last meeting material. 6. The researcher explains the goal of the teaching and learning.	✓ ✓ ✓ ✓ ✓ ✓		There is a student that does not come because she is sick.
B.	Main Activities 1. The students are ready to learn the materials. 2. The researcher plays a video. 3. The students identify the expressions used in input text. 4. The researcher distributes handouts. 5. The researcher checks students' understanding. 6. The researcher gives the students opportunity to ask questions. 7. The students deliver their questions to the teacher. 8. The students are engaged to do interesting speaking activities.	✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓	The researcher uses games.

C.	<p>Closing Activities</p> <ol style="list-style-type: none"> 1. The researcher summarizes and reflects the lesson. 2. The students reflect their learning. 3. The researcher gives further guiding to the students. 4. The researcher previews on the upcoming materials. 5. The researcher ends the class by praying. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
D.	<p>Class situation</p> <ol style="list-style-type: none"> 1. The students show enthusiasm and interest in the subject being taught. 2. The students are highly motivated during the lesson. 3. The students are actively involved in each class activity. 4. The time allocation is appropriate. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	
E.	<p>The use of teaching and learning media</p> <ol style="list-style-type: none"> 1. The researcher uses a textbook or handouts. 2. The media is used by the researcher are sufficient in the teaching and learning process. 3. The researcher uses interesting media such as videos or pictures in the teaching and learning process. 4. The researcher provides appropriate models and authentic spoken texts to each speaking. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>The researcher uses LKS to show other expressions.</p> <p>The researcher uses the video clips.</p>

Observation Sheet 2

Date : August 19th, 2013
 Meeting : 2
 Cycle : 1

No.	Observation Item	Yes	No	Comment
A.	Opening Activities 7. The researcher greets the students, and asks students' condition. 8. The students respond to the greeting and tell their condition to the teacher. 9. The researcher asks one of students to lead the prayer. 10. The researcher checks the attendance. 11. The researcher reviews the last meeting material. 12. The researcher explains the goal of the teaching and learning.	✓ ✓ ✓ ✓ ✓ ✓		
B.	Main Activities 9. The students are ready to learn the materials. 10. The researcher plays a video. 11. The students identify the expressions used in input text. 12. The researcher distributes handouts. 13. The researcher checks students' understanding. 14. The researcher gives the students opportunity to ask questions. 15. The students deliver their questions to the teacher. 16. The students are engaged to do interesting speaking activities.	✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓	 The researcher uses games.

C.	Closing Activities 6. The researcher summarizes and reflects the lesson. 7. The students reflect their learning. 8. The researcher gives further guiding to the students. 9. The researcher previews on the upcoming materials. 10. The researcher ends the class by praying.	✓ ✓	✓ ✓ ✓	
D.	Class situation 5. The students show enthusiasm and interest in the subject being taught. 6. The students are highly motivated during the lesson. 7. The students are actively involved in each class activity. 8. The time allocation is appropriate.	✓ ✓ ✓ ✓		
E.	The use of teaching and learning media 5. The researcher uses a textbook or handouts. 6. The media is used by the researcher are sufficient in the teaching and learning process. 7. The researcher uses interesting media such as videos or pictures in the teaching and learning process. 8. The researcher provides appropriate models and authentic spoken texts to each speaking.	✓ ✓ ✓	✓	The researcher uses the video clips.

Observation Sheet 3

Date : August 21st, 2013
 Meeting : 3
 Cycle : 1

No.	Observation Item	Yes	No	Comment
A.	Opening Activities 13. The researcher greets the students, and asks students' condition. 14. The students respond to the greeting and tell their condition to the teacher. 15. The researcher asks one of students to lead the prayer. 16. The researcher checks the attendance. 17. The researcher reviews the last meeting material. 18. The researcher explains the goal of the teaching and learning.	✓ ✓ ✓ ✓ ✓ ✓		
B.	Main Activities 17. The students are ready to learn the materials. 18. The researcher plays a video. 19. The students identify the expressions used in input text. 20. The researcher distributes handouts. 21. The researcher checks students' understanding. 22. The researcher gives the students opportunity to ask questions. 23. The students deliver their questions to the teacher. 24. The students are engaged to do interesting speaking activities.	✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓	 The researcher uses games.

C.	<p>Closing Activities</p> <p>11. The researcher summarizes and reflects the lesson.</p> <p>12. The students reflect their learning.</p> <p>13. The researcher gives further guiding to the students.</p> <p>14. The researcher previews on the upcoming materials.</p> <p>15. The researcher ends the class by praying.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
D.	<p>Class situation</p> <p>9. The students show enthusiasm and interest in the subject being taught.</p> <p>10. The students are highly motivated during the lesson.</p> <p>11. The students are actively involved in each class activity.</p> <p>12. The time allocation is appropriate.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		
E.	<p>The use of teaching and learning media</p> <p>9. The researcher uses a textbook or handouts.</p> <p>10. The media is used by the researcher are sufficient in the teaching and learning process.</p> <p>11. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</p> <p>12. The researcher provides appropriate models and authentic spoken texts to each speaking.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>The researcher uses the video clips.</p>

Observation Sheet 4

Date : August 26th, 2013
 Meeting : 1
 Cycle : 2

No.	Observation Item	Yes	No	Comment
A.	Opening Activities 19. The researcher greets the students, and asks students' condition. 20. The students respond to the greeting and tell their condition to the teacher. 21. The researcher asks one of students to lead the prayer. 22. The researcher checks the attendance. 23. The researcher reviews the last meeting material. 24. The researcher explains the goal of the teaching and learning.	✓ ✓ ✓ ✓ ✓ ✓		There is a student that does not come because she is sick.
B.	Main Activities 25. The students are ready to learn the materials. 26. The researcher plays a video. 27. The students identify the expressions used in input text. 28. The researcher distributes handouts. 29. The researcher checks students' understanding. 30. The researcher gives the students opportunity to ask questions. 31. The students deliver their questions to the teacher. 32. The students are engaged to do interesting speaking activities.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		

C.	<p>Closing Activities</p> <p>16. The researcher summarizes and reflects the lesson.</p> <p>17. The students reflect their learning.</p> <p>18. The researcher gives further guiding to the students.</p> <p>19. The researcher previews on the upcoming materials.</p> <p>20. The researcher ends the class by praying.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
D.	<p>Class situation</p> <p>13. The students show enthusiasm and interest in the subject being taught.</p> <p>14. The students are highly motivated during the lesson.</p> <p>15. The students are actively involved in each class activity.</p> <p>16. The time allocation is appropriate.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		
E.	<p>The use of teaching and learning media</p> <p>13. The researcher uses a textbook or handouts.</p> <p>14. The media is used by the researcher are sufficient in the teaching and learning process.</p> <p>15. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</p> <p>16. The researcher provides appropriate models and authentic spoken texts to each speaking.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<p>The researcher uses the video clips.</p>

Observation Sheet 5

Date : August 28th, 2013
 Meeting : 2
 Cycle : 2

No.	Observation Item	Yes	No	Comment
A.	Opening Activities			
	25. The researcher greets the students, and asks students' condition.	✓		
	26. The students respond to the greeting and tell their condition to the teacher.	✓		
	27. The researcher asks one of students to lead the prayer.	✓		
	28. The researcher checks the attendance.	✓		
	29. The researcher reviews the last meeting material.	✓		
B.	30. The researcher explains the goal of the teaching and learning.	✓		
	Main Activities			
	33. The students are ready to learn the materials.	✓		
	34. The researcher plays a video.	✓		
	35. The students identify the expressions used in input text.	✓		
	36. The researcher distributes handouts.	✓		
	37. The researcher checks students' understanding.	✓		
	38. The researcher gives the students opportunity to ask questions.	✓		
	39. The students deliver their questions to the teacher.	✓		
	40. The students are engaged to do interesting speaking activities.	✓		
				Survey activity

C.	<p>Closing Activities</p> <p>21. The researcher summarizes and reflects the lesson.</p> <p>22. The students reflect their learning.</p> <p>23. The researcher gives further guiding to the students.</p> <p>24. The researcher previews on the upcoming materials.</p> <p>25. The researcher ends the class by praying.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	
D.	<p>Class situation</p> <p>17. The students show enthusiasm and interest in the subject being taught.</p> <p>18. The students are highly motivated during the lesson.</p> <p>19. The students are actively involved in each class activity.</p> <p>20. The time allocation is appropriate.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		
E.	<p>The use of teaching and learning media</p> <p>17. The researcher uses a textbook or handouts.</p> <p>18. The media is used by the researcher are sufficient in the teaching and learning process.</p> <p>19. The researcher uses interesting media such as videos or pictures in the teaching and learning process.</p> <p>20. The researcher provides appropriate models and authentic spoken texts to each speaking.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>The researcher uses LKS to show other expressions.</p> <p>The researcher uses the video clips.</p>

APPENDIX E

Course Grid

**Course Grid of Using Video Clips as Learning Media to Improve the Speaking Skills of
Grade VIII Students of SMPN 2 Lawang Kidul in the Academic Year of 2013/2014**

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials				Video Clips	
				Topics	Functions	Key Structure	Vocabulary		Pronunciation
Expressing meaning in the term of simple transactional and interpersonal conversations in order to interact with others in the contexts of daily life	Expressing meaning in simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others using the expressions of: asking for, offering and refusing help	Students are able to: a. identify the expressions of asking for, offering and refusing help accurately b. pronounce the expressions of asking for, offering and refusing help correctly c. use accurate intonation and stress patterns in expressing asking for, offering and refusing help in the contexts given	Presentation: – The teacher plays video clips containing expressions of asking for, offering and refusing help – The students are asked to identify the expressions of asking for, offering and refusing help which are in video clips – The teacher gives other expressions of asking for, offering and refusing help in the contexts of daily life	Daily Activities	asking for, giving and refusing help	Can/could /would/ + S + V + O, please?	Verb: iron, take, follow Noun: candle, boat, direction, machine Adjective: busy, heavy, strong	Verb: iron = /aɪn/ take = /teɪk/ follow = /'fɑ:.ləʊ/ Noun: candle = /'kændl/ boat = /bəʊt/ direction = /dɪ'rek.ʃən/ machine = /məʃɪn/ Adjective: busy = /'bɪz.i/ heavy = /'hev.i/ strong = /strɒŋ/	Video Clips 1 1. Asking for Help - http://www.youtube.com/watch?v=zk-o4QP-9-g Video Clips 2 2. Asking for Help - http://www.youtube.com/watch?v=h-c48qhEHwA Video clips 3 3. Offering and refusing help

Expressing meaning in the term of simple transactional and interpersonal conversations in order to interact with	Expressing meaning in simple transactional and interpersonal conversations fluently, accurately, and	Students are able to: a. identify the expressions of asking for and giving opinions in conversations accurately	Practice: <ul style="list-style-type: none"> – The students are asked to repeat what the speakers said in the video clips – The teacher gives a situation card for each student to ask, offer, and refuse for help and then practice it in groups Production: <ul style="list-style-type: none"> – The students do a role play using the expressions of asking for, offering and refusing help 	Daily Activities	asking for and giving opinions	<ul style="list-style-type: none"> – S + believe/ think/ reckon/ feel.... – In my opinion, ... 	Verb: think, reckon Noun: doubt, opinion Adjective: awesome, risky	Verb: think = /θɪŋk/ reckon = /ˈrek. ə n/ Noun: doubt = /daʊt/ opinion = /əˈpɪn.jən/	Video clips 1 4. Asking opinion http://www.youtube.com/watch?v=wnpHRUDdoS4 http://www.youtube.com/watch?v=qRy5k8djBCc
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others in the contexts of daily life	<p>appropriately in order to interact with others using the expressions of: asking for and giving opinions</p> <p>b. pronounce the expressions of asking for and giving opinions with the correct pronunciation fluently and appropriately</p> <p>c. use the expressions of asking for and giving opinions based on the pictures given correctly and confidently</p> <p>d. do a survey game on a topic for the whole class and report the result appropriately</p>	<p>identify the expressions of asking for and giving opinions which are in video clips</p> <p>are given other expressions of asking for and giving opinions</p> <p>Practice:</p> <p>The teacher gives some interesting pictures</p> <p>The students give their opinions about the pictures and ask for their friends' opinions</p> <p>Production:</p> <p>The students have a survey game and report the result in the end of the lesson</p>			<p>From my point of view, ...</p>	<p>Adjective: awesome = /a .səm / risky = /rɪs.ki/</p>	<p>Video clips 2</p> <p>5. Giving your Opinion http://www.youtube.com/watch?v=AkPN9-BSqOQ</p> <p>Video clips 3</p> <p>6. Asking and giving opinions http://www.youtube.com/watch?v=UI3A-ihECro</p>
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APPENDIX F

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN
(LESSON PLAN)

SMP/MTS : SMPN 2 Lawang Kidul

Class/Semester : VIII (Eight) / 1

Aspect/Skill : Speaking

Time Allocation : 2 x 40 menit

a. **Standard of Competency** : 1. Expressing meaning in the term of simple transactional and interpersonal conversations in order to interact with others in the contexts of daily life.

b. **Basic Competency** : 2.1 Expressing meaning in simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others using the expressions of: **asking for, offering and refusing help**, asking for, giving and refusing things, denying and admitting facts, asking for and giving opinions.

c. **General Purpose** : In the end of the lesson, the students are able to express how to asking for, offering, and refusing help.

d. **Indicator** : Students are able to:

- a. identify the expressions of asking for, offering and refusing help accurately
- b. pronounce the expressions of asking for, offering and refusing help correctly and fluently
- c. use accurate intonation and stress patterns in expressing asking for, offering and refusing help in the contexts given appropriately
- d. use the expressions of asking, offering, and refusing help in situation given correctly

e. Learning Material :

The expressions of asking for, offering and refusing help

Expressions		
Asking for help	Offering help	Refusing help
<ul style="list-style-type: none">• Can you help me?	7. Can I help you?	<ul style="list-style-type: none">• No, thank you.
<ul style="list-style-type: none">• Can you lend me?	<ul style="list-style-type: none">• Would you like some help?	<ul style="list-style-type: none">• No, I can do it myself.
<ul style="list-style-type: none">• Could you..?	<ul style="list-style-type: none">• Can I give you a hand?	<ul style="list-style-type: none">• I am afraid not. ...
<ul style="list-style-type: none">• Would you...?	<ul style="list-style-type: none">• Do you need any help?	
<ul style="list-style-type: none">• Will you...?	<ul style="list-style-type: none">• May I offer my assistance?	

- Video clips containing the expressions of asking for, offering and refusing help
- Situation Cards attached
- Communicative Games

f. Learning Method : PPP (Presentation, Practice, Production)

g. Learning Activities

Stages	Teacher	Students
Opening	<ol style="list-style-type: none">1. Teacher greets the students.2. Teacher asks the captain class to lead the prayer to start the lesson.3. Teacher checks the students' attendance and prepares the class condition.4. Teacher informs the students about the purpose of the lesson.	<ol style="list-style-type: none">1. The students answer the teachers' greeting.2. The captain class leads the prayer before starting the lesson.3. Th students prepare themselves to start the lesson.4. The students pay attention to the teacher.

Presentation	<p>5. The teacher plays video clips containing expressions of asking for, offering and refusing help.</p> <p>6. The teacher asks their students to identify the expressions.</p> <p>7. The teacher gives other expressions of asking for, offering and refusing help in the contexts of daily life.</p>	<p>5. The students watch the video clips.</p> <p>6. The students identify the expressions which are in video clips.</p> <p>7. The students pay attention to the teacher and then they make a note about the expressions of asking for, offering and refusing help.</p>
Practice	<p>8. The teacher asks the students to repeat what the speakers said in the video clips.</p> <p>9. The teacher divides the class into six groups of equal size.</p> <p>10. The teacher gives some situation cards for each group and asks the students to take a card by turns in a group.</p> <p>11. The teacher asks the students to use the expressions of asking, offering, or refusing help correctly depend on situations which are in the cards.</p> <p>12. The teacher controls the activity and helps the students doing the game.</p>	<p>8. The students repeat what the speakers said in the video clips.</p> <p>9. The students are divided into six groups of equal size.</p> <p>10. The student which is getting his turn take a situation card.</p> <p>11. The students say the expressions appropriately with the situation.</p> <p>12. Other students evaluate the students which are performing in a group.</p>
Production	<p>13. The teacher asks the students to do a role play using the expressions of asking for, offering and refusing help.</p>	<p>13. The students do a role play using the expressions of asking for, offering and refusing help</p>

Closing	14. The teacher summarizes the lesson and do a reflection in the end of lesson. 15. The teacher gives the students homework. 16. The teacher ends of the lesson by praying and greeting.	14. The students summarize the lesson and do a reflection. 15. The students make a note for further guidance from their teacher. 16. The students answer their teacher's greeting and praying together.
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h. Learning Resources :

- Laptop, LCD projector, and speaker
- Video clips 1 from <http://www.youtube.com/watch?v=zk-o4QP-9-g>
- Video clips 2 from <http://www.youtube.com/watch?v=h-c48qhEHwA>
- Video clips 3 from <http://www.youtube.com/watch?v=wnpHRUDdoS4>
- Priyana Joko, Arnys Rahayu Irjayanti, and Virga Renitasari. 2008. Scaffolding English for Junior High School Students Grade VIII. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

The Materials

1. The transcript of video clip 1 contains the expressions of asking for, accepting and refusing help.

Woman 1 : Hello Carina
Woman 2 : Hello Catherine. What are you doing?
Woman 1 : I'm ironing. Will you help me please?
Woman 2 : Sorry I can't. I'm busy.

Woman 1 : This candle is too heavy. Will you help me move it?
Woman 2 : Sure. I'm stronger than you.
Woman 1 : Thank you.
Woman 2 : You're welcome.

2. The transcript of video clip 2 contains the expressions of asking for, accepting and refusing help.

Boy 1 : Good morning Claire. Could you help me with the copy machine?
Boy 2 : Sure, no problem.

Boy 1 : Excuse me. Could you help me? I need directions to the National Hotel.
Boy 2 : Oh! Sure. It is not far from here. You can walk.

3. The transcript of video clip 3 contains the expressions of offering, asking, and refusing for help.

Man : Can you help me?
Woman : No, I'm sorry. I can't.
Man : Can I help you?
Woman : Yes, please.

Man 1 : Excuse me. Can you help me?
Man 2 : Yes, of course.
Man 1 : Thank you.
Man 2 : Can I help you?
Woman : Oh yes, open the door please. Thank you.

4. List of vocabularies

	Words	Pronunciation
Verb	iron	/aɪrən/
	take	/teɪk/
	follow	/'fɒ : .ləʊ/
Noun	candle	/'kændl/
	boat	/bəʊt/
	direction	/dɪ'rek.ʃən/
	machine	/məʃɪn/
Adjective	busy	/'bɪz.i/
	heavy	/'hevi/
	strong	/'strɒ : ŋ/

5. Situation cards attached

6. **Homework:** In pairs, have a dialogue with your classmate. Ask him/her to do something for you. Look at the example.

1) Ask your classmate to help you do the painting.

Wayan : Adi, could you help me do this painting?

Adi : Yes, of course.

2) Ask your classmate to help you bring your books.

3) Ask your classmate to close the door.

4) Ask your classmate to accompany you to the library.

5) Ask your classmate to help you clean the classroom.

6) Ask your classmate to help you do your homework.

Your hand is full. You need to open the door. Your friend, Dona, is standing there. You want her to help you to open the door.

full = penuh

You feel hot in the classroom, but you do not know how to turn on the fan. You ask your friend, Ida, to turn on the fan.

fan = kipas angin

You are alone in your house. You are afraid to stay alone. You want your friend, Aji, to accompany you in your house.

accompany = menemani

Your course finishes at 9 PM. Your parents cannot pick up you. You ask your brother, Fadli, to pick up you.

pick up = menjemput

You forget to bring your English book. You phone your mother to take the book to school for you.

You cannot find your dictionary. You ask your friend, Lisa, to get one from the library.

The teacher asks you to clean the classroom. You want your friend, Susi, to help you clean the classroom.

Your homework is difficult. You ask your sister, Rani, to help you do your homework.

difficult = susah

You do not understand your reading assignment. You call your classmate, Adi, to explain the assignment.

assignment = tugas

You are having trouble in using your handphone. You ask your friend, Dodi, to help you.

Your bicycle does not work. You want your father to fix it up.

fix up = memperbaiki

You need sport shoes to join a football match. You ask your brother, Angga, to take your sport shoes from your house.

join = mengikuti

You and your friend, Nina, will go to birthday party. You need your friend's help to prepare the costume.

prepare = menyiapkan

You need more salt in your soup. You ask your sister, Heni, to pass it to you.

salt = garam

You are having lunch in a restaurant. You need more sugar for your tea. You ask the waiter to pass it to you.

lunch =

You want to go to market. You ask your brother, Gading, to accompany you.

accompany = menemani

Your bag is full. You want your friend, Gilang, to bring your some books.

You are a new student in your school. You do not know where your class is. You need the security's help to find your class.

security = satpam

You see your friend, Budi, in your classroom. He is cleaning the classroom alone. You want to help him.

You notice an old woman having trouble opening a heavy door. You want to help her.

notice = memperhatikan, melihat

Your mother is busy preparing meals for dinner. You want to help her.

meal = makanan

Your friend, Lusi, looks thirsty. You want to offer a drink to her.

thirsty = haus

Your mother is cooking in the kitchen. You want to help her.

You see a kid who seems lost in the market. You want to help her to find her mother.

lost = tersesat

You see your father fixing his motorcycle in front of your house. You want to help him.

fix = memperbaiki

You see your friend, Rudi, lost his dictionary. You want to get one the dictionary from the library.

lost = kehilangan

Your friend, Della, is having trouble with her bicycle. You want to help her to fix it up.

fix up = memperbaiki

Your friend, Dika, is having trouble with her handphone. You want to help her.

You have a new student in your school. He looks confused. You want to help him to find his classroom.

confused = bingung

Your friend's bag is full. You want to help him to bring his some books.

**You see your mother
will go to market
alone. You want to
accompany her.**

accompany = menemani

**Your friend, Ari, need
sport shoes to join the
football match but he is
busy now. You want to
help him to take his
shoes in his house.**

join = mengikuti
busy = sibuk

**You see your sister,
Rina, looks confuse
with her homework.
You want to help her.**

confused = bingung

**You see your friend,
Hendri, does not know
how to turn off a laptop.
You want to help him to
turn off the laptop.**

turn off = mematikan

**You see your teacher
cannot open the
door. You want to
help him to open the
door.**

**Your friend, Lala, lost
her pen. She wants to
borrow your pen but
you are using it.**

**Your sister has
homework. She
wants you to help her
but you are also doing
your homework.**

**Lina asks you to
accompany her to the
library but you have
to go home early.**

accompany = menemani

**Lulu wants to borrow
your camera but you
are using it.**

**Aldi wants to borrow
your bicycle but it is
broken.**

broken = rusak

**Your sister wants you
to take a plate but
you are cooking in the
kitchen.**

plate = piring

**Galih wants to
borrow your money
but you do not bring
your wallet.**

wallet = dompet

**Tina asks you to help her
design her carnival's
costume but you have to
leave for Jakarta tonight.**

design = merancang

**Your mother offers
you some meals but
you are full.**

meal = makanan
full = kenyang

**Your father offers you
a cup of coffee but
you do not like
coffee.**

offer = menawarkan

Lena is having trouble with her handphone. She asks you to help her to fix it up but you think that you cannot do it.

fix up = memperbaiki

Your friend, Devy, wants to help you doing your homework but you think you can do it yourself.

Your sister offers you a glass of milk but you do not like milk.

offer = menawarkan

Hendra asks you to accompany her to market but you have to do your homework.

accompany = menemani

Tita asks you to help her design her birthday's costume but you have to go to the hospital.

design = merancang

Lia is having trouble with her bicycle. She asks you to help her to fix it up but you think that you cannot do it.

fix up = memperbaiki

Your friend, Dora, asks you to clean the whiteboard but you are busy now.

busy = sibuk

RENCANA PELAKSANAAN PEMBELAJARAN
(LESSON PLAN)

SMP/MTS : SMPN 2 Lawang Kidul

Class/Semester : VIII (Eight) / 1

Aspect/Skill : Speaking

Time Allocation : 2 x 40 menit

1. Standard of Competency : 1. Expressing meaning in the term of simple transactional and interpersonal conversations in order to interact with others in the contexts of daily life.

2. Basic Competency : 2.1 Expressing meaning in simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others using the expressions of: asking for, offering and refusing help, asking for, giving and refusing things, denying and admitting facts, **asking for and giving opinions.**

3. General Purposes : In the end of the lesson, the students are able to express how to asking for and giving opinions.

4. Indicator : Students are able to:

- a. say the expressions of asking for and giving opinions with the correct pronunciation accurately
- b. identify the expressions of asking for and giving opinions in conversations carefully

- c. use the expressions of asking for and giving opinions based on the pictures given correctly and confidently
- d. do a survey game on a topic for the whole class and report the result

5. Learning Material

- The expressions of asking for opinions and giving opinions

Expressions	Functions
What is your opinion of...? What do you think about that? What do you feel about the...? Do you think...? Do you have any idea?	Asking for opinions
In my opinion, ... I think ... I feel... I believe... From my point of view, ...	Giving opinions

- Video clips containing the expressions of asking for, offering and refusing help
- Report form attached

6. Learning Method : PPP (Presentation, Practice, Production)

7. Learning Activities

Stages	Teacher	Students
Opening	1. Teacher greets the students. 2. Teacher asks the captain class to lead the prayer to start the lesson. 3. Teacher checks the students' attendance and prepares the class condition. 4. Teacher informs the students about the purpose of the lesson.	1. The students answer the teachers' greeting. 2. The captain class leads the prayer before starting the lesson. 3. Th students prepare themselves to start the lesson. 4. The students pay attention to the teacher.

Presentation	<p>5. The teacher plays video clips containing expressions of asking for and giving opinions.</p> <p>6. The teacher asks their students to identify the expressions .</p> <p>7. The teacher gives other expressions of asking for and giving opinions in the contexts of daily life.</p>	<p>5. The students watch the video clips.</p> <p>6. The students identify the expressions which are in video clips.</p> <p>7. The students pay attention to the teacher and then they make a note about the expressions of asking for and giving opinions.</p>
Practice	<p>8. The teacher gives some interesting pictures to the students.</p> <p>9. The teacher asks students' opinion about the pictures.</p> <p>10. The teacher asks students to ask their friends' opinions.</p>	<p>8. The students give their opinions about the pictures.</p> <p>9. The students give their opinions about the pictures.</p> <p>10. The students ask their friends' opinions about the pictures.</p>
Production	<p>11. The teacher gives a topic for each student and asks them to survey about the topic to their friends.</p> <p>12. The teacher divides the class into six groups of equal size and asks every student to report his/her survey result to his/her group.</p>	<p>11. Each of students do a survey game; asking their friends' opinions about the topic given.</p> <p>12. Every member of groups reports the survey result to his/her group.</p>
Closing	<p>13. The teacher summarizes the lesson and do a reflection in the end of lesson.</p> <p>14. The teacher gives the students homework.</p> <p>15. The teacher ends of the lesson by greeting and praying.</p>	<p>13. The students summarize the lesson and do a reflection.</p> <p>14. The students make a note for further guidance from their teacher.</p> <p>15. The students answer their teacher's greeting and praying together.</p>

8. Learning Resources :

- a. Laptop, LCD projector, and speaker
- b. Video clip 1 from <http://www.youtube.com/watch?v=qRy5k8djBCc>
- c. Video clips 2 from <http://www.youtube.com/watch?v=AkPN9-BSqOQ>

The Materials

1. The transcript of video clip 1 contains the expressions of asking for and giving opinions.

Woman : What do you think of it?

Girl 1 : I don't like it at all.

Girl 2 : I think it's awful.

Girl 1 : What do you think of this? It's a beautiful camera and it is easy to use.
It is automatic.

Girl 2 : Yes that is true, but it is expensive and it is very heavy.

2. The transcript of video clip 1 contains the expressions of asking for and giving opinions.

Man 1 : What do you think?

Man 2 : I think we need more data.

Man 1 : What do you think?

Man 2 : I believe I am able to do this job.

- 3.

REPORT FORM		
No.	Items	Expressions
1.	Greeting	Hi.
2.	Address	Everyone,
3.	Starting the report	I'd report the result of my survey on _____ (date/day).
4.	Report	I have asked everyone about _____ (topic).
5.	The content of the result	The result is _____
6.	Closing	I think that's all. Thank you.

4. **Homework:** Complete the following conversation with the suitable expressions in the box.

That would be very nice
what do you think about our library book collection
can I offer you soft drink
What do you feel about my idea
I think that's a very great idea

Situation:

Asep, Laila, and Putri are talking about the book collection of the school library.

Asep : Laila, 1)?

Laila : I don't know exactly, but 2)

Putri : 3) Do you remember when Mrs. Nisa asked us to find some national legends? I couldn't find any book there.

Laila : Oh, yes. I forgot about that.

Asep : I have an idea. I really want to add our library book collection. Anyway, I can't do it by myself. I want to ask our schoolmates to donate some books. Just imagine how many books we will have if every student donates a book! 4) ...?

Putri : 5)

Laila : Yes, you're right. I feel that our schoolmates and even our teachers will support your idea. You should propose your idea.

Asep : That's right. By the way, 6)? I will go to the canteen.

Laila & Putri : 7)

Putri

5.



What is your opinion about the picture?



What do you think about the picture?



What do you feel about the picture?

6. The topics for the students surveyed.

- | | |
|---------------------------|----------------------|
| 1) Football | 19) Tangkuban Perahu |
| 2) Basketball | 20) Ancol |
| 3) Volleyball | 21) Ampera |
| 4) Swimming | 22) Malioboro |
| 5) Reading a novel | 23) Toba Lake |
| 6) Speaking English | 24) Facebook |
| 7) Spongebob | 25) Twitter |
| 8) Listening to the music | 26) Badminton |
| 9) Fishing | 27) Jogging |
| 10) Singing | 28) Video Games |
| 11) Travelling | 29) Tom and Jerry |
| 12) Racing | 30) Music |
| 13) Painting | 31) Guitar |
| 14) Cooking | 32) Cycling |
| 15) Watching Television | 33) Fried Rice |
| 16) English | 34) <i>Pempek</i> |
| 17) Mathematics | 35) Angry Birds |
| 18) Physics | 36) Dancing |

APPENDIX G

Speaking Rubrics

SPEAKING RUBRICS

	Excelent	Good	Average	Poor
FLUENCY Total 60 points	Speech flows smoothly and evenly without interruption. (52 to 60 points)	Speech flows smoothly with only a few pauses and restart. (46 to 51 points)	Some speech flows well but other parts require starts, stop to think about how to express the idea. (41 to 45 points)	Speech does not flow easily. There are many starts, stop, and interruption. (0 to 40 points)
PRONUNCIATION Total 20 points	The student almost never makes pronunciation mistakes; a few sounds are ambiguous but can be understood. (19 to 20 points)	The student sometimes makes pronunciation mistakes; some sounds are ambiguous but can be understood. (16 to 18 points)	The student makes pronunciation mistakes very often; many sounds are ambiguous and difficult to be understood. (11 to 15 points)	The student always makes pronunciation mistakes such as many sounds are ambiguous because pronunciation is not clear. (0 to 10 points)
WORD CHOICE/ VOCABULARY Total 10 points	Uses of the most appropriate words for situation. (9 to 10 points)	Makes a few errors in word choice. (7 to 8 points)	Makes some errors in word choice. (4 to 7 points)	Makes many errors in word choice. (0 to 3 points)
GRAMMAR Total 10 points	Uses past-tense verbs, “ing-verbs”, noun and adjective form correctly. (9 to 10 points)	Makes only a few errors in verbs, nouns and adjective forms. (7 to 8 points)	Makes some errors in verb nouns and adjective forms. (3 to 7 points)	Makes many errors in verb nouns and adjective forms. (0 to 2 points)
Total Points Grading Range	Excellent 86 to 100 points	Good 75 to 85 points	Average 56 to 74 points	Poor 0 to 55 points

APPENDIX H

Students' Scores and T-Tests Analysis

STUDENTS' PRE-TEST SCORES

No.	Name	Criteria				Total Score (0-100)
		Fluency (0-60)	Pronunciation (0-20)	Vocabulary (0-10)	Grammar (0-10)	
1	Agusman Harvi	40	14	7	7	68
2	Ahmad Septian	42	14	7	5	69
3	Aldi Widodo	41	15	6	5	67
4	Alvi Setiawan	40	14	7	6	67
5	Angger Pangestu G	40	16	6	7	69
6	Arjuna	41	13	7	6	67
7	Ayu Puspita	42	15	8	7	72
8	Chelva Romana D	40	15	7	6	68
9	Corin	41	15	8	7	71
10	Dandri Yansyah	40	14	7	6	69
11	Destri W	41	15	5	6	67
12	Duwy A	42	15	8	8	72
13	Dwike Putri	41	15	8	6	70
14	Dyah Ayu D. S	40	14	7	7	68
15	Elsya Monika	42	15	8	7	72
16	Erika Nur A	42	15	7	8	72
17	Gusti Anggraini	41	14	7	7	69
18	Irene Regina	43	16	9	7	75
19	Maria Ulfa	41	14	7	7	69
20	Meta Ilma N. A	42	15	8	7	72
21	Miranda Putri	40	15	8	6	69
22	Nandita Rahmadani	42	14	8	7	71
23	Nisya Firdiayuni	41	14	7	7	69
24	Putri Rahmadona	42	16	7	8	73
25	Reska Nadia	41	14	8	6	69
26	Ria Novi A	42	16	8	7	73
27	Riki Kurniawan	40	13	7	7	67
28	Selvi Mayeni	41	15	7	6	69
29	Selvira Elfani	39	14	7	7	67
30	Siti Sundari	41	15	8	7	71
31	Syifa Hudiana H	41	14	7	8	70
32	Ummi Agustira	41	14	8	6	69
33	Wijiati	42	16	7	8	73
34	Windy Rahayu	42	16	7	7	72
35	Witta Kansa V	43	15	7	8	73
36	Zonia Febiani	40	14	7	7	68
Total:		1480	528	262	244	2514
Mean:		41,1	14,7	7.3	6,7	69,8

STUDENTS' POST-TEST SCORES

No.	Name	Criteria				Total Score (0-100)
		Fluency (0-60)	Pronunciation (0-20)	Vocabulary (0-10)	Grammar (0-10)	
1	Agusman Harvi	44	17	8	8	77
2	Ahmad Septian	44	18	8	8	78
3	Aldi Widodo	43	17	7	7	74
4	Alvi Setiawan	42	17	8	8	75
5	Angger Pangestu G	45	18	7	8	78
6	Arjuna	43	16	8	8	75
7	Ayu Puspita	46	19	8	8	81
8	Chelva Romana D	43	18	8	8	77
9	Corin	45	19	8	8	80
10	Dandri Yansyah	44	18	8	8	78
11	Destri W	43	17	7	8	75
12	Duwy A	45	18	8	8	79
13	Dwike Putri	45	18	8	8	79
14	Dyah Ayu D. S	43	17	7	7	74
15	Elsya Monika	46	18	8	8	80
16	Erika Nur A	45	17	8	8	78
17	Gusti Anggraini	43	18	7	7	75
18	Irene Regina	48	19	8	8	83
19	Maria Ulfa	46	19	8	8	81
20	Meta Ilma N. A	46	18	8	8	80
21	Miranda Putri	45	18	8	8	79
22	Nandita Rahmadani	45	18	8	8	79
23	Nisya Firdiayuni	45	18	8	8	79
24	Putri Rahmadona	46	19	8	8	81
25	Reska Nadia	44	18	8	7	77
26	Ria Novi A	46	18	8	8	80
27	Riki Kurniawan	43	17	8	7	75
28	Selvi Mayeni	45	18	8	8	79
29	Selvira Elfani	43	16	8	7	74
30	Siti Sundari	46	18	8	8	80
31	Syifa Hudiana H	45	18	8	8	79
32	Ummi Agustira	45	18	8	8	79
33	Wijiati	46	19	8	8	81
34	Windy Rahayu	45	19	8	8	80
35	Witta Kansa V	45	18	8	8	79
36	Zonia Febiani	43	18	7	7	75
Total:		1606	644	282	281	2813
Mean:		44.6	17.9	7.8	7.8	78.1

T-Test

Notes

Output Created		18-Oct-2013 20:03:53
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	36
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=POST_TEST WITH PRE_TEST (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.010

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST_TEST	78.14	36	2.380	.397
	PRE_TEST	69.89	36	2.188	.365

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	POST_TEST & PRE_TEST	36	.837	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POST_TEST - PRE_TEST	8.250	1.317	.220	7.804	8.696	37.572	35	.000

APPENDIX I

Students' Attendances

DAFTAR HADIR SISWA SMP NEGERI 2 LAWANG KIDUL
TAHUN PELAJARAN 2013/2014
KELAS: VIII A

No. Urut	NIS	Nama Siswa	L/P	14/8	19/8	21/8	26/8	28/8	2/9
1	7921	Agusman Harvi	L	√	√	√	√	√	√
2	7922	Ahmad Septian Tanjung	L	√	√	√	√	√	√
3	7923	Aldi Widodo	L	√	√	√	√	√	√
4	7924	Alvi Setiawan	L	√	√	√	√	√	√
5	7925	Angger Pangestu Gusti	L	√	√	√	√	√	√
6	7926	Arjuna	L	√	√	√	√	√	S
7	7927	Ayu Puspita	P	√	√	√	√	√	√
8	7928	Chelva Romana Dewi	P	√	√	√	√	√	√
9	7929	Corin	P	√	√	√	√	√	√
10	7930	Dandri Yansyah	L	√	√	√	√	√	√
11	7931	Destri Wulandari	P	√	√	√	√	√	√
12	7932	Duwy Agustinah	P	√	√	√	√	√	√
13	7933	Dwike Putri	P	√	√	√	√	√	√
14	7934	Dyah Ayu Dara Setyaningrum	P	√	√	S	√	√	√
15	7935	Elsya Monika	P	√	√	√	√	√	√
16	7936	Erika Nur Aprianti	P	√	√	√	√	√	√
17	7937	Gusti Anggraini	P	√	√	√	I	√	√
18	7938	Irene Regina Agustian	P	√	√	√	√	√	√
19	7939	Maria Ulfa Trie Jayanti	P	√	√	√	√	√	√
20	7940	Meta Ilma Nur Amalia	P	√	√	√	√	√	√
21	7941	Miranda Putri	P	√	√	√	√	√	√
22	7942	Nandita Rahmadani	P	√	√	√	√	√	√
23	7943	Nisya Firdiayuni	P	√	√	√	√	√	√
24	7944	Putri Rahmadona	P	√	√	√	√	√	√
25	7945	Reska Nadia	P	√	√	√	√	√	√
26	7946	Ria Novi Alyani	P	√	√	√	√	√	√
27	7947	Riki Kurniawan	L	√	√	√	√	√	√
28	7948	Selvi Mayeni	P	√	√	√	√	√	√
29	7949	Selvira Elfani	P	√	√	√	√	√	√
30	7950	Siti Sundari	P	√	√	√	√	√	√
31	7951	Syifa Hudiana Hamiki	P	√	√	√	√	√	√
32	7952	Ummi Agustira	P	√	√	√	√	√	√
33	7953	Wijati	P	√	√	√	√	√	√
34	7954	Windy Rahayu	P	√	√	√	√	√	√
35	7955	Witta Kansa Vioreta	P	√	√	√	√	√	√
36	7956	Zonia Febiani	P	√	√	√	√	√	√

APPENDIX J

Photographs



The students watch the video clip which is displayed on the LCD.



The students play a situational card game.



The students do a role-play.

APPENDIX K

Letters



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548307 Fax: (0274) 548707
http://www.fbs.uny.ac.id/

11874 JK.0040
0.100 2013

Nomor : 0671c/UN.34.12/DT/VII/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

10 Juli 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglittas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Elemen Skripsi (TABS), dengan judul:

USING VIDEO CLIPS AS LEARNING MEDIA TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 2 LAWANG KIDUL IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : M. DIUNJ PERDANA
NIM : 09202241054
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus - Oktober 2013
Lokasi Penelitian : SMPN 2 Lawang Kidul Kab. Muara Enim - Sumatera Selatan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

dan Wakil
Kasubag. Pendidikan FBS,

R. H. Utami, S.E.
NIP. 19670704 199312 2 001

Terbusan:

1. Kepala SMPN 2 Lawang Kidul Kab. Muara Enim -
Sumatera Selatan.



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA**

Yogyakarta, 22 Juli 2013

Nomor : 074 / 1574 / Kesbang / 2013
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth.
Gubernur Sumatera Selatan
Up. Kepala Badan Kesbangpol dan Linmas
Provinsi Sumatera Selatan

Di
PALEMBANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
Nomor : 0671e/UN.34.12/DT/VII/2013
Tanggal : 18 Juli 2013
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal : " **USING VIDEO CLIPS AS LEARNING MEDIA TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 2 LAWANG KIDUL IN THE ACADEMIC YEAR OF 2013/2014** ", kepada:

Nama : M DHONI PERDANA
NIM : 09202241054
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta
Lokasi / Obyek : SMPN 2 Lawang Kidul, Kab. Muara Enim, Provinsi Sumatera Selatan
Waktu Penelitian : Agustus s/d Oktober 2013

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian;
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY;

Rekomendasi Ijin penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan Kepada Yth.:

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
3. Yang bersangkutan.



PEMERINTAH PROVINSI SUMATERA SELATAN
BADAN PENELITIAN PENGEMBANGAN DAN INOVASI DAERAH

Jalan Dempo Lekat Duri No. 4564 Palembang Provinsi Sumatera Selatan
Telepon (0711) 374456 - Fax (0711) 350077 Kode Pos 30137
E-mail: kbbangda_sumsel@yahoo.com Website: balitbangnovda.sumselprov.go.id

SURAT IZIN PENELITIAN/SURVEY/RISET

Nomor : 070/ 406 / Balitbangnovda.Sekt/2013

- Membaca** : Surat Kepala Badan Kesatuan Bangsa dan Pertahanan Masyarakat Yogyakarta Nomor: 070/3574/Kesbang/2013 tanggal 22 Juli 2013 hal : Rekomendasi Izin Penelitian.
- Mengingat** : 1. Undang-Undang RI Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara RI Tahun 2004 Nomor 125, Tambahan Lembaran Negara RI Nomor 4437) sebagaimana telah diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 (Lembaran Negara RI Tahun 2008 Nomor 59, Tambahan Lembaran Negara RI 4844).
2. Peraturan Daerah Provinsi Sumatera Selatan Nomor 9 Tahun 2008, tentang Organisasi dan Tata Kerja Inspektori, Badan Perencanaan Pembangunan Daerah dan Lembaga Teknis Daerah Provinsi Sumatera Selatan (Lembaran Daerah Tahun 2008 Nomor 3 Seri D).
3. Peraturan Gubernur Sumatera Selatan Nomor 48 Tahun 2010 tentang Kegiatan Penelitian/Survey di Provinsi Sumatera Selatan.
4. Peraturan Gubernur Sumatera Selatan Nomor 02 Tahun 2011 tentang Urutan Tugas dan Fungsi Badan Penelitian Pengembangan dan Inovasi Daerah Provinsi Sumatera Selatan.
- Menperhatikan** : Proposal yang bersangkutan

DIBERIKAN IZIN KEPADA :

- Nama** : M Dhouf Perdana
- Alamat** : Jl. Keras SMPN 3 RT. 001 RW. 010 Kel. Tanjung Enim, Kec. Lawang Kidul
- Pekerjaan** : Pelajar Mahasiswa
- Kebangsaan** : Indonesia
- Judul Kegiatan** : Using Video Clips as Learning Media to Improve the Speaking Skills of Grade VIII Students of SMPN 2 Lawang Kidul in the Academic Year of 2013/2014
- Lokasi Penelitian** : SMP Negeri 3 Lawang Kidul Kabupaten Muara Enim
- Studi** : Pendidikan Bahasa Inggris
- Lama Penelitian** : 1 (satu) bulan
- Peneliti** : -
- Pemanggung Jawab** : Dr. Widyananda Purbani, M.A.
- Maksud/Tujuan** : Penyusunan Skripsi

Akan melakukan Penelitian/Survey/Riset dengan ketentuan sebagai berikut:

1. Sebelum melakukan kegiatan Penelitian/Survey/Riset harus melaporkan kedatangannya kepada Bupati/Walikota setempat dengan menunjukkan Surat Pemberitahuan/Izin ini.
2. Tidak dibenarkan melakukan Penelitian/Survey/Riset yang tidak sesuai/tidak ada kaitannya dengan Judul Penelitian/Survey/Riset yang diumumkan.
3. Harus mematuhi semua ketentuan Peraturan-perundangan yang berlaku serta mengindahkan Adat Istiadat setempat.
4. Apabila masa berlaku Surat Pemberitahuan/Izin ini telah berakhir, sedangkan pelaksanaan Penelitian/Survey/Riset belum selesai, perpanjangan Penelitian/Survey/Riset harus diajukan kembali kepada Badan Penelitian, Pengembangan dan Inovasi Daerah Provinsi Sumatera Selatan.
5. Setelah selesai kegiatan Penelitian/Survey/Riset agar menyerahkan 1 (satu) eksemplar Laporan Hasil Penelitian/Survey/Riset kepada Badan Penelitian, Pengembangan dan Inovasi Daerah Provinsi Sumatera Selatan.
6. Surat Pemberitahuan/Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata Pemegang Surat Pemberitahuan/Izin ini tidak mematuhi/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Dikeluarkan di Palembang
pada tanggal 29 Juli 2013

a.n. KEPALA BADAN PENELITIAN PENGEMBANGAN
DAN INOVASI DAERAH

PROVINSI SUMATERA SELATAN
SEKRETARIS,


HERMI SETIATI, S.Sos., M.Si
Gembina
NIP. 19640301 198610 1 002

Tembusan Yda. :

1. Bupati Muara Enim
c.q. Kabid Kesbang Politik dan Linmas Kab. Muara Enim
2. Kepala Dinas Pendidikan Kab. Muara Enim
3. Camat Lawang Kidul Kab. Muara Enim
4. Kepala SMP Negeri 2 Lawang Kidul Kab. Muara Enim
5. Dekan Fakultas Bahasa dan Seni Universitas Yogyakarta
6. Mahasiswa Yda.
7. Arsip



PEMERINTAH KABUPATEN MUARA ENIM
DINAS PENDIDIKAN

SMP NEGERI 2 LAWANG KIDUL

TERAKREDITASI "A"

Jalan Kemas No. 01 Tegal Rejo Tanjung Enim, Telepon 0734.451596

SURAT KETERANGAN

NOMOR : 420/558/SMP2-LK/2013

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Lawang Kidul di Tanjung Enim Kabupaten Muara Enim Provinsi Sumatera Selatan, menerangkan :

Nama	: M. Dhoni Perdana
NIM	: 09202241054
Jurusan	: Pendidikan Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Negeri Yogyakarta

Berdasarkan surat izin penelitian dari Kepala Badan Penelitian Pengembangan dan Inovasi Daerah Provinsi Sumatera Selatan nomor : 070/406/Balibangnovda.Sekr/2013 tanggal 29 Juli 2013, bahwa yang bersangkutan telah mengadakan Penelitian pada SMP Negeri 2 Lawang Kidul di Tanjung Enim dengan judul kegiatan "Using Video Clips as Learning Media to Improve the Speaking Skills of Grade VIII Students of SMPN 2 Lawang Kidul in the Academic Year of 2013/2014."

Penelitian dilaksanakan mulai tanggal 12 Agustus s.d 12 September 2013.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana.

Tanjung Enim, 12 September 2013

Kepala Sekolah,



Nurdinah, M.Pd.

NIP. 195908051981102001